Australian Government

PSP Public Sector Training Package

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PSP20116 Certificate II in Government

Modification History

Release	Comments
1	This qualification was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This qualification supersedes and is equivalent to PSP20112 Certificate II in Government. • PSP unit codes updated • Imported units updated

Qualification Description

This generalist qualification covers competencies that lay a foundation for a career in the public sector. The qualification has a particular focus on competencies required in a public service context, but also includes competencies that are transferable to other work contexts.

No licensing, legislative or certification requirements apply to this qualification at the time of publication.

Packaging Rules

9 units of competency are required for this qualification:

- 4 core units
- 5 elective units

Choose a minimum of 1 PSP coded elective from the list below or from elsewhere within this training package.

Choose the remaining electives from the list below or from elsewhere within this training package, or from another endorsed training package, or from an accredited course.

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All elective units selected from outside this qualification must reflect the occupational and learning outcomes of this AQF qualification level. Seek further advice on selecting imported units of competency in the PSP Implementation Guide.

Elective units selected must not duplicate content already covered by other units in this qualification.

Core units	
PSPGEN001	Work in a public sector environment
PSPGEN002	Use routine workplace communication techniques
PSPGEN003	Deliver a service to clients
BSBWHS201	Contribute to health and safety of self and others
Elective units	
PSPGEN004	Access and use resources
PSPGEN005	Participate in workplace change
PSPGEN006	Handle workplace information
PSPGEN007	Use technology in the workplace
PSPGEN008	Write routine workplace materials
PSPRAD001	Work safely in a radiation environment
PSPRAD002	Work safely with radioactive ores and minerals
PSPREG004	Carry out inspections and monitoring under guidance
PSPSCI001	Contribute to the provision of scientific technical support
BSBINM202	Handle mail
BSBITU201	Produce simple word processed documents
BSBITU202	Create and use spreadsheets
BSBSUS201	Participate in environmentally sustainable work practices

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Qualification Mapping Information

This qualification supersedes and is equivalent to PSP20112 Certificate II in Government.

Links

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PSP20218 Certificate II in Auslan

Modification History

Not applicable.

Qualification Description

This qualification provides signing skills to communicate in Auslan on familiar and routine matters. Communication may take place in any situation including personal, public, social, employment and educational domains.

The qualification aligns to an adaptation, for sign languages, of the Common European Framework of Reference for Languages (CEFR), A2: Basic User.

This is an Auslan signer who can:

- understand sentences and frequently-used expressions related to areas of most immediate relevance (e.g. basic personal and family information, shopping, local geography, employment)
- communicate about simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters
- describe in simple terms aspects of his or her background, immediate environment and matters in areas of immediate need.

The volume of learning for a Certificate II is typically 0.5 to 1 year.

No occupational licensing, certification or specific legislative requirements apply to this qualification at the time of publication.

Entry Requirements

There are no entry requirements for this qualification.

Packaging Rules

3 core units must be completed:

Core units

PSPLAN001	Converse in Auslan at a basic user level
PSPLAN002	Compare the fundamental differences between Auslan and English structure
PSPLAN003	Source information on Deaf culture, and communicate according to Deaf protocol

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Qualification Mapping Information

No equivalent qualification

Links

Companion Volume Implementation Guide - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSP30116 Certificate III in Government

Modification History

Release	Comments
1	This qualification was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This qualification supersedes and is equivalent to PSP30112 Certificate III in Government. • PSP unit codes updated • Imported units updated

Qualification Description

This qualification allows for the attainment of general competencies for those working in entry level roles in the public sector, with a particular focus on meeting the ethical and legislative requirements of the public service.

The generalist qualification covers the skills required to operate in a broad range of public service work activities that are generalist in nature.

The court services specialisation covers the skills required by those working at an operational level as a sheriff's officer, bailiff or marshal to carry out the directions of the court and ensure a secure and efficient environment in which the court can function.

The border protection specialisation covers the skills required by those working at an operational level in border protection.

The protective security specialisation covers the skills required by those working at an operational level in protective security.

The personnel vetting specialisation covers the skills required by those working at an entry level in the personnel vetting area of the public sector.

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No licensing, legislative or certification requirements apply to this qualification at the time of publication.

Additional qualification advice

Where a defined specialisation is completed as listed below, the resultant testamur can be titled: Certificate III in Government (field of study) e.g. Certificate III in Government (Court services).

Packaging Rules

13 units of competency are required for this qualification:

- 4 core units
- 9 elective units

Choose 1 elective from Group A Work health safety.

Generalist:

- minimum of 4 units from Groups B-H or from elsewhere within this training package

Choose the remaining electives from the list below or from elsewhere within this training package, or from another endorsed training package, or from an accredited course.

Specialisations

Court services specialisation:

- minimum of 2 units from Group B
- minimum of 2 units from Group C

Choose the remaining electives from the list below or from elsewhere within this training package, or from another endorsed training package, or from an accredited course.

Border protection specialisation:

- minimum of 5 units from Group D

Choose the remaining electives from the list below or from elsewhere within this training package, or from another endorsed training package, or from an accredited course.

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Protective security specialisation:

- 2 units from Group E
- minimum of 3 units from Group F
-

Choose the remaining electives from the list below or from elsewhere within this training package, or from another endorsed training package, or from an accredited course.

Personnel vetting specialisation:

- 2 units from Group E
- minimum of 3 units from Group G

Choose the remaining electives from the list below or from elsewhere within this training package, or from another endorsed training package, or from an accredited course.

All elective units selected from outside this qualification must reflect the occupational learning outcomes of this AQF qualification level. Seek further advice on selecting imported units of competency in the PSP Implementation Guide.

Elective units selected must not duplicate content already covered by other units in this qualification.

Core units	
PSPETH001	Uphold the values and principles of public service
PSPGEN015	Work effectively with diversity
PSPGEN019	Use workplace communication strategies
PSPLEG001	Comply with legislation in the public sector
Elective units	
Group A: Work health safety	
BSBWHS201	Contribute to health and safety of self and others
BSBWHS301	Maintain workplace safety
Group B: Court services specialisation (CRT coded)	
PSPCRT002	Perform duties to support a hearing
PSPCRT003	Manage witnesses

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PSPCRT007	Compile and use official notes
Group C: Court services specialisation	
CSCSAS001	Maintain security
CSCSAS005	Contain incidents that jeopardise safety and security
CSCSAS010	Conduct searches
CSCTRA001	Maintain security during escort
PUAOPE002B	Operate communications systems and equipment
Group D: Border protection specialisation	
PSPBDR001	Conduct patrols
PSPBDR002	Use border protection technology equipment
PSPBDR003	Deploy detector dog
PSPBDR004	Maintain detector dog proficiency
PSPBDR005	Calculate taxes, fees and charges
PSPBDR006	Create and maintain profiles
PSPBDR013	Examine and test firearms
PSPGEN038	Identify and treat risks
PSPREG002	Undertake routine inspections and monitoring
PSPREG003	Apply regulatory powers
PSPREG009	Conduct search and seizure
PSPREG019	Take custody of and store weapons
Group E: Protective security and personnel vetting specialisations	
PSPREG015	Receive and validate data
PSPSEC009	Handle sensitive information
Group F: Protective security specialisation	
PSPSEC001	Secure government assets

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PSPSEC002	Respond to government security incidents
PSPSEC003	Conduct security awareness sessions
PSPSEC005	Undertake government security risk analysis
PSPSEC006	Implement security risk treatments
PSPGEN016	Address client needs
Group G: Personnel vetting specialisation	
PSPREG012	Gather information through interviews
PSPSEC008	Conduct personnel security assessments
PSPGEN014	Organise workplace information
PSPGEN020	Compose workplace documents
PSPGEN038	Identify and treat risks
Group H: General elective units	
PSPGEN009	Work effectively in the organisation
PSPGEN010	Contribute to workgroup activities
PSPGEN011	Build and maintain internal networks
PSPGEN012	Access and use resources and financial systems
PSPGEN013	Implement change
PSPGEN014	Organise workplace information
PSPGEN016	Address client needs
PSPGEN017	Work in and with small, regional and remote organisations
PSPGEN018	Work with a coach or mentor
PSPGEN020	Compose workplace documents
PSPGEN021	Contribute to conflict management
PSPGEN022	Give and receive workplace feedback
PSPGEN038	Identify and treat risks

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PSPCRT001	Audio record court proceedings
PSPLND001	Investigate tenure and land use history
PSPLND002	Compile and check survey plans
PSPPCM001	Carry out basic procurement
PSPRAD003	Perform basic radiation measurements
PSPRAD004	Consign radioactive material
PSPRAD005	Handle and transport radioactive material
PSPRAD006	Work safely with radiation-sealed source equipment
PSPRAD011	Work safely with radiation-unsealed source equipment
PSPREG002	Undertake routine inspections and monitoring
PSPREG003	Apply regulatory powers
PSPREG006	Produce formal record of interview
PSPREG009	Conduct search and seizure
PSPREG019	Take custody of and store weapons
PSPSCI002	Assist with scientific technical support
PSPSCI003	Support innovation and change through extension
PSPSCI004	Undertake scientific/technological research
PSPSEC004	Undertake information technology security audits
PUAWER001B	Identify, prevent and report potential workplace emergency situations
PUAWER004B	Respond to workplace emergencies
PUAWER008B	Confine small workplace emergencies

Qualification Mapping Information

This qualification supersedes and is equivalent to PSP30112 Certificate III in Government

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Links

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PSP30218 Certificate III in Auslan

Modification History

Not applicable.

Qualification Description

This qualification provides signing skills to communicate in Auslan with some confidence on familiar, routine and some non-routine matters. Communication may take place in any situation including personal, public, social, employment and educational domains.

This qualification aligns to an adaptation, for sign languages, of the Common European Framework of Reference for Languages (CEFR), BI: Independent User.

This is an Auslan signer who can:

- understand the main points when clear, standard language (which for sign language users may be a locally used variation) is used and the topics are familiar matters regularly encountered in work, school, leisure, etc.
- deal with most situations likely to arise where the sign language is used
- produce simple connected text on topics, which are familiar, or of personal interest
- describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.

The volume of learning for a Certificate III is typically 1 to 2 years.

No occupational licensing, certification or specific legislative requirements apply to this qualification at the time of publication.

Entry Requirements

There are no entry requirements for this qualification.

Packaging Rules

6 core units must be completed:

Core units

PSPLAN001	Converse in Auslan at a basic user level
PSPLAN002	Compare the fundamental differences between Auslan and English structure
PSPLAN003	Source information on Deaf culture, and communicate according to Deaf protocol

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PSPLAN004 Converse in Auslan at an independent user level (familiar subjects)

PSPLAN005 Analyse the structure of Auslan signs

PSPLAN006 Research the development of educational and social conditions for Australian Deaf communities

Qualification Mapping Information

No equivalent qualification

Links

Companion Volume Implementation Guide - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSP40116 Certificate IV in Government

Modification History

Release	Comments
1	This qualification was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This qualification supersedes and is equivalent to PSP40112 Certificate IV in Government. • PSP unit codes updated • Imported units updated

Qualification Description

This qualification allows for the attainment of occupational specific competencies for those working in operational roles without supervision in the public sector. Graduates at this level will apply knowledge and skills to demonstrate autonomy, judgement, and limited responsibility with established parameters.

The generalist qualification is particularly suited to those working in an environment requiring multi-skilled personnel and/or small or regionally based organisations.

The human resources management specialisation covers the skills required for working within a human resources field in the public sector.

The service delivery specialisation covers the skills required for those delivering government services in a public sector environment.

The land administration specialisation covers the skills required by those working as public land administration officers.

The injury claims administration specialisation covers the skills required for those working within an injury claims administration field in the public sector.

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The injury rehabilitation management specialisation covers the skills required for those working as rehabilitation practitioners within an injury management field in the public sector.

The border protection specialisation covers the skills required by operational staff working within a border protection field.

The revenue administration specialisation covers the skills required for those working in a revenue administration field in the public sector.

No licensing, legislative or certification requirements apply to this qualification at the time of publication.

Additional qualification advice

Where a defined specialisation is completed as listed below, the resultant testamur can be titled: Certificate IV in Government (field of study) e.g. Certificate IV in Government (Injury claims administration).

Packaging Rules

15 units of competency are required for this qualification:

- 6 core units
- 9 elective units

Choose 1 elective from Group A Work health safety.

Generalist:

- minimum of 4 units from Groups B-I or from elsewhere within this training package

Choose the remaining electives from the list below or from elsewhere within this training package, or from another endorsed training package, or from an accredited course.

Specialisations

Human resource management specialisation:

- minimum of 6 units from Group B
-

Choose the remaining electives from the lists below or from elsewhere within this training package, or from another endorsed training package, or from an accredited course.

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Service delivery specialisation:

- minimum of 6 units from Group C
-

Choose the remaining electives from the lists below or from elsewhere within this training package, or from another endorsed training package, or from an accredited course.

Land administration specialisation:

- minimum of 6 units from Group D
-

Choose the remaining electives from the lists below or from elsewhere within this training package, or from another endorsed training package, or from an accredited course.

Injury claims administration specialisation:

- minimum of 6 units from Group E
-

Choose the remaining electives from the lists below or from elsewhere within this training package, or from another endorsed training package, or from an accredited course.

Injury rehabilitation management specialisation:

- minimum of 6 units from Group F

Choose the remaining electives from the lists below or from elsewhere within this training package, or from another endorsed training package, or from an accredited course.

Border protection specialisation:

- minimum of 6 units from Group G
-

Choose the remaining electives from the lists below or from elsewhere within this training package, or from another endorsed training package, or from an accredited course.

Revenue administration specialisation:

- minimum of 6 units from Group H

Choose the remaining electives from the lists below or from elsewhere within this training package, or from another endorsed training package, or from an accredited course.

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All elective units selected from outside this qualification must reflect the occupational learning outcomes of this AQF qualification level. Seek further advice on selecting imported units of competency in the PSP Implementation Guide.

Elective units selected must not duplicate content already covered by other units in this qualification.

Core units	
PSPETH001	Uphold the values and principles of public service
PSPGEN023	Deliver and monitor service to clients
PSPGEN029	Value diversity
PSPGEN043	Apply government processes
PSPLEG002	Encourage compliance with legislation in the public sector
PSPPCY004	Support policy implementation
Elective units	
Group A: Work health safety	
BSBWHS201	Contribute to health and safety of self and others
BSBWHS301	Maintain workplace safety
BSBWHS401	Implement and monitor WHS policies, procedures and programs to meet legislative requirements
Group B: Human resources management specialisation	
PSPHRM001	Administer human resource processes
PSPHRM002	Provide a consultancy service for human resource management
BSBEMS403	Develop and provide employment management services to candidates
BSBHRM404	Review human resource functions
BSBHRM405	Support the recruitment, selection and induction of staff
BSBLDR402	Lead effective workplace relationships
BSBPMG410	Apply project time management techniques

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BSBPMG413	Apply project human resources management approaches
BSBWOR501	Manage personal work priorities and professional development
BSBWRK411	Support employee and industrial relations procedures
Group C: Service delivery specialisation	
PSPGSD001	Identify and select government service delivery options
PSPGSD002	Administer government service delivery requirements
PSPGSD003	Conduct government service delivery interviews
PSPGSD004	Administer delivery of financial and other benefits
PSPGSD005	Introduce the government service delivery model
PSPGSD006	Facilitate participation in government service delivery
PSPGSD007	Assist self-management of government service offers
PSPGSD008	Assist government service recipients with complex needs
PSPGSD009	Deal with incorrect payments and debts
PSPGEN034	Compose complex workplace documents
PSPGEN040	Work with interpreters
PSPGEN042	Exercise delegations
Group D: Land administration specialisation	
PSPLND003	Assess Crown land
PSPLND004	Undertake native title assessments
PSPLND005	Prepare and lodge non-claimant native title applications
PSPLND006	Investigate tenure applications
PSPLND007	Administer public reserves
PSPLND008	Monitor reserves management
PSPLND009	Coordinate land board sittings
PSPLND010	Investigate Aboriginal land claims and/or applications

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PSPLND011	Handle compensation claims
PSPINV002	Conduct an investigation
PSPREG011	Give evidence
PSPREG017	Undertake compliance audits
Group E: Injury claims administration specialisation	
PSPINM001	Process claims
PSPINM002	Conduct initial claim assessments
PSPINM004	Make claim determinations
PSPINM007	Implement and monitor return to work plans
PSPINM008	Promote and educate about injury management
PSPINM009	Monitor and review injury management cases
PSPINM010	Maintain injury management case files
PSPREG011	Give evidence
Group F: Injury rehabilitation management specialisation	
PSPINM003	Undertake initial rehabilitation assessments
PSPINM005	Conduct situational workplace assessments
PSPINM006	Develop return to work plans
PSPINM007	Implement and monitor return to work plans
PSPINM008	Promote and educate about injury management
PSPINM009	Monitor and review injury management cases
PSPINM010	Maintain injury management case files
Group G: Border protection specialisation	
PSPBDR001	Conduct patrols
PSPBDR002	Use border protection technology equipment
PSPBDR006	Create and maintain profiles

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PSPBDR007	Develop surveillance flight routes
PSPBDR008	Review operational schedules
PSPBDR009	Analyse surveillance products
PSPBDR010	Develop operational effectiveness of detector dog teams
PSPBDR011	Conduct detector dog team training
PSPBDR012	Command operational groups
PSPBDR013	Examine and test firearms
Group H: Revenue administration specialisation	
PSPREV001	Identify and apply statute law
PSPREV002	Undertake legislative decision making
PSPREV003	Manage information on legal entities, relationships and properties
PSPREV004	Interpret and assess contracts
PSPREV005	Access applications for grants, subsidies and rebates
PSPREV006	Evaluate returns-based taxes
PSPREV007	Determine land tax liability
PSPREV008	Determine stamp duties
PSPREV009	Administer levies, fines and other taxes
Group I: General elective units	
PSPGEN024	Use resources to achieve work unit goals
PSPGEN025	Develop and implement work unit plans
PSPGEN026	Provide input to change processes
PSPGEN027	Gather and analyse information
PSPGEN028	Provide a quotation
PSPGEN030	Provide support to Parliament
PSPGEN031	Undertake career planning

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PSPGEN032	Deal with conflict
PSPGEN033	Use advanced workplace communication strategies
PSPGEN034	Compose complex workplace documents
PSPGEN035	Provide workplace mentoring
PSPGEN036	Provide workplace coaching
PSPGEN037	Monitor performance and provide feedback
PSPGEN038	Identify and treat risks
PSPGEN039	Develop internal and external networks
PSPGEN040	Work with interpreters
PSPGEN041	Use translation services
PSPGEN042	Exercise delegations
PSPGEN076	Use public sector financial processes
PSPPCM003	Procure good and services
PSPPCY002	Assist with specialist policy development
PSPPCY003	Give and receive policy information
PSPPCY005	Implement e-correspondence policies
PSPRAD007	Monitor radiation
PSPSCI005	Provide scientific technical support
PSPSCI006	Promote innovation and change through extension
PSPSCI007	Organise and undertake scientific/technological research
BSBPMG522	Undertake project work
BSBSUS401	Implement and monitor environmentally sustainable work practices
PUAWER005B	Operate as part of an emergency control organisation
PUAWER009B	Participate as a member of a workplace emergency initial response team

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Qualification Mapping Information

This qualification supersedes and is equivalent to PSP40112 Certificate IV in Government.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSP40216 Certificate IV in Court Operations

Modification History

Release	Comments
1	This qualification was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. • New qualification • Uses units from PSP40312 and PSP40412

Qualification Description

This qualification allows for the attainment of general competencies for those working in operational roles in a court environment, with a particular focus on meeting the ethical and legislative requirements of the court services.

The compliance specialisation covers the skills required by those responsible for carrying out the directions of the court to ensure a secure and efficient environment in which the court can function.

The services specialisation covers the skills required by those responsible for providing services to the court.

No licensing, legislative or certification requirements apply to this qualification at the time of publication.

Additional qualification advice

Where a defined specialisation is completed as listed below, the resultant testamur can be titled: Certificate IV in Court Operations (field of study) e.g. Certificate IV in Court Operations (Compliance).

Packaging Rules

15 units of competency are required for this qualification:

- 6 core units
- 9 elective units

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Choose 1 elective from Group A Work health safety.

Generalist:

- minimum of 5 units from Groups B, C or D

Choose the remaining electives from the list below or from elsewhere within this training package, or from another endorsed training package, or from an accredited course.

Specialisations

Compliance specialisation:

- minimum of 5 electives from Group B
-

Choose the remaining electives from the list below or from elsewhere within this training package, or from another endorsed training package, or from an accredited course.

Services specialisation:

- minimum of 5 electives from Group C

Choose the remaining electives from the list below or from elsewhere within this training package, or from another endorsed training package, or from an accredited course.

All elective units selected from outside this qualification must reflect the occupational learning outcomes of this AQF qualification level. Seek further advice on selecting imported units of competency in the PSP Implementation Guide.

Elective units selected must not duplicate content already covered by other units in this qualification.

Core units	
PSPETH001	Uphold the values and principles of public service
PSPGEN023	Deliver and monitor service to clients
PSPGEN029	Value diversity
PSPGEN033	Use advanced workplace communication strategies
PSPGEN043	Apply government processes

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PSPLEG002	Encourage compliance with legislation in the public sector
Elective units	
Group A: Work health safety	
BSBWHS201	Contribute to health and safety of self and others
BSBWHS301	Maintain workplace safety
Group B: Compliance specialisation	
PSPCRT005	Serve process
PSPCRT006	Handle monies received in satisfaction of warrants or orders
PSPCRT007	Compile and use official notes
PSPINV002	Conduct an investigation
PSPREG004	Promote client compliance
PSPREG007	Make arrests
CSCSAS015	Manage threatening behaviour
Group C: Services specialisation	
PSPCRT002	Perform duties to support a hearing
PSPCRT003	Manage witnesses
PSPCRT004	Handle exhibits and documents tendered
PSPCRT008	Undertake court listings
PSPCRT009	Provide court registry and information services
PSPCRT010	Administer court fines and debt management
PSPCRT012	Audio record complex court proceedings
PSPCRT013	Record court proceedings using shorthand
PSPCRT014	Contribute to an integrated service delivery program
PSPCRT015	Administer court legislation
PSPCRT016	Administer alternative dispute-resolution proceedings

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PSPCRT017	Provide support to self-represented litigants
PSPCRT018	Perform court duties
PSPCRT019	Manage jurors
PSPCRT023	Perform quasi-judicial functions
Group D: General elective units	
PSPCRT001	Audio record court proceedings
PSPCRT011	Provide court support to Indigenous clients
PSPCRT020	Execute process
PSPCRT021	Carry out possessions and evictions
PSPPCY001	Contribute to policy development
PSPPCY004	Support policy implementation
PSPREG003	Apply regulatory powers

Qualification Mapping Information

No equivalent qualification.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSP40316 Certificate IV in Government Security

Modification History

Release	Comments
1	This qualification was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This qualification supersedes and is not equivalent to PSP41612 Certificate IV in Government (Security). • PSP unit codes updated • Imported units updated • Qualification packaging restructured • Personnel vetting and fraud control specialisations added

Qualification Description

This qualification allows for the attainment of occupational specific competencies for those working in operational roles undertaking government security related functions, with a particular focus on meeting the ethical and legislative requirements of the public service. It is suitable for individuals who need to apply a broad range of specialised knowledge and skills in specific contexts within the security environment.

The generalist qualification covers the broad range of skills required to operate without supervision in a government security environment.

The personnel vetting specialisation covers the skills required for working without supervision within a personal security area.

The fraud control specialisation covers the skills required by those responsible for preventing and detecting fraud.

No licensing, legislative or certification requirements apply to this qualification at the time of publication.

Additional qualification advice

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Where a defined specialisation is completed as listed below, the resultant testamur can be titled: Certificate IV in Government Security (field of study) e.g. Certificate IV in Government Security (Fraud control).

Packaging Rules

14 units of competency are required for this qualification:

- 3 core units
- 11 elective units

Choose 1 elective from Group A Work health safety.

Generalist:

- minimum of 7 units from Groups B, C or D

Choose the remaining electives from the list below or from elsewhere within this training package, or from another endorsed training package, or from an accredited course.

Specialisations

Personnel vetting specialisation:

- minimum of 6 units from Group B
-

Choose the remaining electives from the list below or from elsewhere within this training package, or from another endorsed training package, or from an accredited course.

Fraud control specialisation:

- minimum of 6 units from Group C

Choose the remaining electives from the list below or from elsewhere within this training package, or from another endorsed training package, or from an accredited course.

All elective units selected from outside this qualification must reflect the occupational learning outcomes of this AQF qualification level. Seek further advice on selecting imported units of competency in the PSP Implementation Guide.

Elective units selected must not duplicate content already covered by other units in this qualification.

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Core units	
PSPETH002	Uphold and support the values and principles of the public service
PSPLEG002	Encourage compliance with legislation in the public sector
PSPSEC009	Handle sensitive information
Elective units	
Group A: Work health safety	
BSBWHS301	Maintain workplace safety
BSBWHS401	Implement and monitor WHS policies, procedures and programs to meet legislative requirements
Group B: Personnel vetting specialisation	
PSPSEC008	Conduct personnel security assessments
PSPGEN032	Deal with conflict
PSPGEN033	Use advanced workplace communication strategies
PSPGEN034	Compose complex workplace documents
PSPGEN038	Identify and treat risks
PSPGEN043	Apply government processes
PSPREG012	Gather information through interviews
PSPREG016	Conduct data analysis
Group C: Fraud control specialisation	
PSPFRU001	Monitor data for indicators of fraud
PSPFRU002	Conduct fraud control awareness sessions
PSPCRT007	Compile and use official notes
PSPGEN034	Compose complex workplace documents
PSPPCY004	Support policy implementation
PSPREG005	Assess compliance

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Group D: General elective units	
PSPGEN023	Deliver and monitor service to clients
PSPGEN026	Provide input to change processes
PSPGEN027	Gather and analyse information
PSPGEN033	Use advanced workplace communication strategies
PSPINV002	Conduct an investigation
PSPPCY004	Support policy implementation
PSPREG006	Produce a formal record of interview
PSPREG013	Undertake inspections and monitoring
PSPREG015	Receive and validate data
PSPREG016	Conduct data analysis
PSPSEC005	Undertake government security risk analysis
PSPSEC006	Implement security risk treatments
PSPSEC007	Develop and advise on government security procedures
PSPSEC010	Provide government security briefings
PSPSEC015	Communicate security awareness

Qualification Mapping Information

This qualification supersedes and is not equivalent to PSP41612 Certificate IV in Government (Security).

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSP40416 Certificate IV in Government Investigations

Modification History

Release	Comments
1	This qualification was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This qualification supersedes and is not equivalent to PSP41512 Certificate IV in Government (Investigation). • PSP unit codes updated • Imported units updated • Qualification packaging restructured • Regulatory compliance specialisation added

Qualification Description

This qualification allows for the attainment of occupational specific competencies for those working in operational roles undertaking government investigation related functions, with a particular focus on meeting the ethical and legislative requirements of the public service. It is suitable for individuals who need to apply a broad range of specialised knowledge and skills in specific contexts within the investigations and regulatory compliance environment.

The generalist qualification covers the broad range of skills required to operate without supervision in a government investigations environment where an individual is required to plan, initiate, conduct and finalise an investigation.

The regulatory compliance specialisation covers the skills required by those responsible for ensuring statutory compliance with the requirements of legislation, regulations and organisational policy.

No licensing, legislative or certification requirements apply to this qualification at the time of publication.

Additional qualification advice

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Where a defined specialisation is completed as listed below, the resultant testamur can be titled: Certificate IV in Government Investigations (field of study) e.g. Certificate IV in Government Investigations (Regulatory compliance).

Packaging Rules

15 units of competency are required for this qualification:

- 6 core units
- 9 elective units

Choose 1 elective from Group A Work health safety.

Generalist:

- minimum of 5 units from Groups B and C

Choose the remaining electives from the list below or from elsewhere within this training package, or from another endorsed training package, or from an accredited course.

Specialisation

Regulatory compliance specialisation:

- minimum of 5 units from Group B

Choose the remaining electives from the list below or from elsewhere within this training package, or from another endorsed training package, or from an accredited course.

All elective units selected from outside this qualification must reflect the occupational learning outcomes of this AQF qualification level. Seek further advice on selecting imported units of competency in the PSP Implementation Guide.

Elective units selected must not duplicate content already covered by other units in this qualification.

Core units	
PSPETH002	Uphold and support the values and principles of public service
PSPINV001	Plan and initiate an investigation
PSPINV002	Conduct an investigation

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PSPINV003	Finalise an investigation
PSPREG003	Apply regulatory powers
PSPREG012	Gather information through interviews
Elective units	
Group A: Work health safety	
BSBWHS201	Contribute to health and safety of self and others
BSBWHS301	Maintain workplace safety
Group B: Regulatory compliance specialisation	
PSPREG004	Promote client compliance
PSPREG005	Assess compliance
PSPREG006	Produce formal record of interview
PSPREG008	Act on non-compliance
PSPREG013	Undertake inspections and monitoring
PSPREG015	Receive and validate data
PSPREG017	Undertake compliance audits
PSPREG018	Plan and implement recovery action
Group C: General elective units	
PSPGEN023	Deliver and monitor service to clients
PSPGEN029	Value diversity
PSPGEN033	Use advanced workplace communication strategies
PSPGEN038	Identify and treat risks
PSPGEN043	Apply government processes
PSPCRT007	Compile and use official notes
PSPLEG002	Encourage compliance with legislation in the public sector
PSPPCY004	Support policy implementation

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PSPREG007	Make arrests
PSPREG009	Conduct search and seizure
PSPREG010	Prepare a brief of evidence
PSPREG011	Give evidence
PSPREG014	Conduct surveillance
PSPREG016	Conduct data analysis

Qualification Mapping Information

This qualification supersedes and is not equivalent to PSP41512 Certificate IV in Government (Investigation).

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSP40516 Certificate IV in Trade Measurement

Modification History

Release	Comments
1	This qualification was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This qualification supersedes and is equivalent to PSP42312 Certificate IV in Government (Trade Measurement). • PSP unit codes updated • Imported units updated

Qualification Description

This qualification allows for the attainment of occupational specific competencies for those working in operational roles undertaking trade measurement inspection. It is suitable for individuals who need to apply a broad range of specialised knowledge and skills in specific contexts relating to the provision of trade measurement services to employers.

This qualification covers the broad range skills required to operate without supervision in a government trade or laboratory measurement inspection environment.

No licensing, legislative or certification requirements apply to this qualification at the time of publication.

Packaging Rules

12 units of competency are required for this qualification:

- 8 core units
- 4 elective units

Choose a minimum of 2 electives from either Group A Trade measurement or Group B Laboratory measurement.

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Choose the remaining electives from the lists below or from elsewhere within this training package, or from another endorsed training package, or from an accredited course.

All elective units selected from outside this qualification must reflect the occupational learning outcomes of this AQF qualification level. Seek further advice on selecting imported units of competency in the PSP Implementation Guide.

Where a prerequisite unit is attached to an elective unit it is identified by this symbol ∟.

The prerequisite units attached to any of the elective units must be undertaken and are additional to the number of elective units required for the qualification.

Elective units selected must not duplicate content already covered by other units in this qualification.

Core units	
PSPETH002	Uphold and support the values and principles of public service
PSPGEN033	Use advanced workplace communication strategies
PSPGEN035	Provide workplace mentoring
PSPREG003	Apply regulatory powers
PSPREG005	Assess compliance
PSPREG008	Act on non-compliance
PSPREG013	Undertake inspections and monitoring
MSL944001	Maintain laboratory/field workplace safety
Elective units	
Group A: Trade measurement	
MSATMINS401A	Inspect a range of weighing instruments
MSATMINS402A	Inspect a range of liquid measuring instruments using volume measures
MSATMINS403A	Inspect a range of trading practices

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MSATMINS404A	Inspect a range of pre-packaged products
Group B: Laboratory measurement	
MSATMVER403A	Verify inspector's class reference standards
MSL924001	Process and interpret data
MSL925002	Analyse measurements and estimate uncertainties ∟ MSL924001 Process and interpret data
MSL934002	Apply quality system and continuous improvement processes

Qualification Mapping Information

This qualification supersedes and is equivalent to PSP42312 Certificate IV in Government (Trade Measurement).

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSP40616 Certificate IV in Procurement and Contracting

Modification History

Release	Comments
1	This qualification was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This qualification supersedes and is equivalent to PSP42412 Certificate IV in Government (Procurement and Contracting). • PSP unit codes updated • Imported units updated

Qualification Description

This qualification allows for the attainment of occupational specific competencies for those responsible for the procurement of goods and services. It covers the broad range of skills required to operate without supervision in a procurement and contracting environment.

No licensing, legislative or certification requirements apply to this qualification at the time of publication.

Packaging Rules

15 units of competency are required for this qualification:

- 9 core units
- 6 elective units

Choose a minimum of 1 elective from Group A Research and analysis.

Choose the remaining electives from Group B General elective units or from elsewhere within this training package, or from another endorsed training package, or from an accredited course.

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All elective units selected from outside this qualification must reflect the occupational learning outcomes of this AQF qualification level. Seek further advice on selecting imported units of competency in the PSP Implementation Guide.

Elective units selected must not duplicate content already covered by other units in this qualification.

Core units	
PSPETH002	Uphold and support the values and principles of public service
PSPGEN038	Identify and treat risks
PSPGEN042	Exercise delegations
PSPGEN043	Apply government processes
PSPLEG002	Encourage compliance with legislation in the public sector
PSPPCM004	Plan procurement
PSPPCM005	Develop and distribute requests for offers
PSPPCM006	Select providers and develop contracts
PSPPCM007	Manage contracts
Elective units	
Group A: Research and analysis	
PSPGEN027	Gather and analyse information
BSBMKG408	Conduct market research
Group B: General elective units	
PSPGEN024	Use resources to achieve work unit goals
PSPGEN033	Use advanced workplace communication strategies
PSPGEN039	Develop internal and external networks
PSPGEN076	Use public sector financial processes
PSPPCM002	Dispose of assets
PSPPCY001	Contribute to policy development

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PSPPCY004	Support policy implementation
BSBPMG522	Undertake project work

Qualification Mapping Information

This qualification supersedes and is equivalent to PSP42412 Certificate IV in Government (Procurement and Contracting).

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSP40716 Certificate IV in Heavy Vehicle Road Compliance

Modification History

Release	Comments
1	This qualification was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This qualification supersedes and is equivalent to PSP41812 Certificate IV in Government (Road Transport Compliance). • PSP unit codes updated • Imported units updated

Qualification Description

This qualification allows for the attainment of occupational specific competencies for those working in operational roles undertaking heavy vehicle road compliance inspections. It is suitable for individuals who need to apply a broad range of specialised knowledge and skills in specific contexts relating to the provision of heavy vehicle road compliance services.

This qualification covers the broad range skills required to operate without supervision in a government compliance inspection environment.

No licensing, legislative or certification requirements apply to this qualification at the time of publication.

Packaging Rules

15 units of competency are required for this qualification:

- 5 core units
- 10 elective units

Choose 1 elective from Group A Work health safety.

Choose a minimum of 6 electives from Group B Heavy vehicle road compliance.

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Choose the remaining electives from the list below or from elsewhere within this training package, or from another endorsed training package, or from an accredited course.

All elective units selected from outside this qualification must reflect the occupational learning outcomes of this AQF qualification level. Seek further advice on selecting imported units of competency in the PSP Implementation Guide.

Elective units selected must not duplicate content already covered by other units in this qualification.

Core units	
PSPETH002	Uphold and support the values and principles of public service
PSPGEN033	Use advanced workplace communication strategies
PSPLEG002	Encourage compliance with legislation in the public sector
PSPREG003	Apply regulatory powers
PSPTRP008	Operate within the regulatory framework for road transport compliance
Elective units	
Group A: Work health safety	
BSBWHS201	Contribute to health and safety of self and others
BSBWHS301	Maintain workplace safety
BSBWHS401	Implement and monitor WHS policies, procedures, and programs to meet legislative requirements
Group B: Heavy vehicle road compliance	
PSPTRP001	Intercept vehicles and assess vehicle compliance
PSPTRP002	Operate weighbridges
PSPTRP003	Intercept vehicles and assess driver compliance
PSPTRP004	Conduct detailed vehicle inspections
PSPTRP005	Pilot and escort oversized and/or over-mass vehicles

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PSPTRP006	Undertake access assessments and approvals
PSPTRP007	Provide information on vehicle configuration compliance
PSPTRP009	Provide vehicle technical advice
PSPGEN038	Identify and treat risks
PSPREG004	Promote client compliance
PSPREG008	Act on non-compliance
PSPREG010	Prepare a brief of evidence
PSPREG015	Receive and validate data
PSPREG016	Conduct data analysis

Qualification Mapping Information

This qualification supersedes and is equivalent to PSP41812 Certificate IV in Government (Road Transport Compliance).

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSP40818 Certificate IV in Auslan

Modification History

Not applicable.

Qualification Description

This qualification provides signing skills to communicate in Auslan with a degree of fluency and spontaneity across a wide range of subjects. Communication may take place in any situation including personal, public, social, employment and educational domains.

This qualification aligns to an adaptation, for sign languages, of the Common European Framework of Reference for Languages (CEFR), B2: Independent User.

This is an Auslan signer who can:

- understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his or her field of specialisation
- interact with a degree of fluency and spontaneity that makes regular interaction with native/proficient signers quite possible without strain for either party
- produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.

The volume of learning for a Certificate IV is typically 1 to 2 years.

No occupational licensing, certification or specific legislative requirements apply to this qualification at the time of publication.

Entry Requirements

There are no entry requirements for this qualification.

Packaging Rules

9 units must be completed:

- 8 core units
- 1 elective unit from the list below

The selection of the elective must be guided by the community or job outcome sought.

Core units

PSPLAN001	Converse in Auslan at a basic user level
PSPLAN002	Compare the fundamental differences between Auslan and English structure

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PSPLAN003	Source information on Deaf culture, and communicate according to Deaf protocol
PSPLAN004	Converse in Auslan at an independent user level (familiar subjects)
PSPLAN005	Analyse the structure of Auslan signs
PSPLAN006	Research the development of educational and social conditions for Australian Deaf communities
PSPLAN007	Converse in Auslan at an independent user level (abstract and concrete notions)
PSPLAN008	Compare the structure of sentences in Auslan and English

Elective units

PSPLAN009	Compare other sign languages to Auslan
PSPLAN010	Communicate with Deafblind people
PSPLAN011	Take notes for Deaf, hard of hearing and Deafblind people

Qualification Mapping Information

No equivalent qualification

Links

Companion Volume Implementation Guide - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSP50116 Diploma of Government

Modification History

Release	Comments
1	This qualification was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This qualification supersedes and is equivalent to PSP50112 Diploma of Government. • PSP unit codes updated • Imported units updated

Qualification Description

This qualification allows for the attainment of competencies required for independent and self-directed work in the public sector. There may be supervisory responsibilities.

The generalist qualification is particularly suited to those working in an environment where there are a range of responsibilities which are diverse in nature rather than within a narrow specialisation and/or who work in small or regionally based organisations. Chosen elective units should reflect the responsibilities of the individual.

The injury management specialisation covers the skills required for working as injury management case manager in the public sector.

The workplace inspection specialisation covers the skills required for those responsible for the conduct of statutory investigation and enforcement requirements under any of the following legislative frameworks: work health and safety, workers' compensation, injury management or workplace relations.

The policy development specialisation covers the skills required to develop organisational and public policy within the public sector.

No licensing, legislative or certification requirements apply to this qualification at the time of publication.

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Additional qualification advice

Where a defined specialisation is completed as listed below, the resultant testamur can be titled: Diploma of Government (field of study) e.g. Diploma of Government (Injury management).

Packaging Rules

11 units of competency are required for this qualification:

- 4 core units
- 7 elective units

Choose 1 elective from Group A Work health safety.

Generalist:

- a minimum of 4 units from Groups B-E or from elsewhere within this training package

Choose the remaining electives from the list below or from elsewhere within this training package, or from another endorsed training package, or from an accredited course.

Specialisations

Injury management specialisation:

- 4 units from Group B
-

Choose the remaining electives from the list below or from elsewhere within this training package, or from another endorsed training package, or from an accredited course.

Workplace inspection specialisation:

- 4 units from Group C
-

Choose the remaining electives from the list below or from elsewhere within this training package, or from another endorsed training package, or from an accredited course.

Policy development specialisation:

- 4 units from Group D
-

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Choose the remaining electives from the list below or from elsewhere within this training package, or from another endorsed training package, or from an accredited course.

All elective units selected from outside this qualification must reflect the occupational learning outcomes of this AQF qualification level. Seek further advice on selecting imported units of competency in the PSP Implementation Guide.

Elective units selected must not duplicate content already covered by other units in this qualification.

Core units	
PSPETH003	Promote the values and ethos of public service
PSPGEN047	Promote diversity
PSPGEN054	Use complex workplace communication strategies
PSPLEG003	Promote compliance with legislation in the public sector
Elective units	
Group A: Work health safety	
BSBWHS301	Maintain workplace safety
BSBWHS401	Implement and monitor WHS policies, procedures and programs to meet legislative requirements
Group B: Injury management specialisation	
PSPINM011	Determine liability and negotiate settlements
PSPINM012	Manage case direction and outcomes
PSPINM013	Maintain and monitor service standards
PSPINM014	Contribute to a quality injury management system
Group C: Workplace inspection specialisation	
PSPWPI001	Evaluate workplace legislative compliance
PSPWPI002	Facilitate improvement in workplace legislative performance
PSPWPI003	Investigate possible breaches of workplace legislation
PSPMGT007	Manage risk

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Group D: Policy development specialisation	
PSPPCY006	Develop organisation policy
PSPPCY007	Advise on organisation policy
PSPPCY008	Develop public policy
PSPPCY009	Provide policy advice
Group E: General elective units	
PSPGEN044	Develop client services
PSPGEN045	Coordinate resource allocation and usage
PSPGEN046	Undertake research and analysis
PSPGEN048	Support workplace coaching and mentoring
PSPGEN049	Undertake negotiations
PSPGEN050	Manage conflict
PSPGEN051	Conduct evaluations
PSPGEN052	Undertake and promote career management
PSPGEN053	Provide leadership
PSPGEN055	Refine complex workplace documents
PSPGEN056	Facilitate change
PSPGEN057	Develop and use political nous
PSPGEN058	Coordinate risk management
PSPGEN059	Benchmark performance
PSPGEN060	Manage performance
PSPGEN061	Scope statistical data collection
PSPGEN062	Collect statistical data
PSPGEN063	Process statistical data
PSPGEN064	Interrogate and analyse statistical data

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PSPGEN065	Interpret data and related statistics
PSPGEN072	Manage compliance with workplace relations legislation
PSPGEN073	Prepare for community engagement
PSPGEN074	Develop and implement community engagement strategies
PSPGEN075	Build and maintain community relationships
PSPGEN077	Apply public sector financial policies and processes
PSPGEN081	Provide public affairs writing and editorial services
PSPGEN082	Coordinate public affairs events and activities
PSPBDR014	Command operational forces
PSPHRM003	Facilitate performance management processes
PSPHRM004	Implement workforce planning and succession strategies
PSPHRM005	Implement staffing policies
PSPHRM006	Coordinate employment relations
PSPHRM007	Coordinate employee support
PSPHRM008	Coordinate career development
PSPGSD011	Manage the emergent dynamics of government service delivery
PSPGSD012	Provide specialist technical service delivery
PSPLND012	Review planning documents and environmental assessments
PSPREG022	Supervise and carry out complex inspections and monitoring
PSPREG023	Manage plant movement health risk
PSPSCI008	Provide high-level scientific technical support
PSPSCI009	Facilitate innovation and change through extension
PSPSCI010	Develop and undertake scientific/technological research
BSBLDR501	Develop and use emotional intelligence

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Qualification Mapping Information

This qualification supersedes and is equivalent to PSP50112 Diploma of Government.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSP50216 Diploma of Court Operations

Modification History

Release	Comments
1	This qualification was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This qualification supersedes and is equivalent to PSP50312 Diploma of Government (Court Services). • PSP unit codes updated • Imported units updated

Qualification Description

This qualification allows for the attainment of competencies required by those who have supervisory responsibilities for a team that carry out the directions of the court, ensure a secure environment in which the court can function, and provide a service to the court, its clients and stakeholders. It is suitable for individuals who apply integrated technical and theoretical concepts in a broad range of contexts to undertake advanced skilled duties in a court environment.

No licensing, legislative or certification requirements apply to this qualification at the time of publication.

Packaging Rules

11 units of competency are required for this qualification:

- 4 core units
- 7 elective units

Choose 1 elective from Group A Work health safety.

Choose a minimum of 4 electives from Group B General elective units.

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Choose the remaining electives from the list below or from elsewhere within this training package, or from another endorsed training package, or from an accredited course.

All elective units selected from outside this qualification must reflect the occupational learning outcomes of this AQF qualification level. Seek further advice on selecting imported units of competency in the PSP Implementation Guide.

Elective units selected must not duplicate content already covered by other units in this qualification.

Core units	
PSPETH003	Promote the values and ethos of public service
PSPGEN044	Develop client services
PSPGEN047	Promote diversity
PSPLEG003	Promote compliance with legislation in the public sector
Elective units	
Group A: Work health safety	
BSBWHS301	Maintain workplace safety
BSBWHS401	Implement and monitor WHS policies, procedures and programs to meet legislative requirements
Group B: General elective units	
PSPCRT018	Perform court duties
PSPCRT019	Manage jurors
PSPCRT020	Execute process
PSPCRT021	Carry out possessions and evictions
PSPCRT022	Undertake senior court listing activities
PSPCRT023	Perform quasi-judicial functions
PSPCRT024	Record complex court proceedings
PSPCRT025	Manage court practice and process
PSPGEN046	Undertake research and analysis

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PSPGEN049	Undertake negotiations
PSPGEN050	Manage conflict
PSPGEN075	Build and maintain community relationships
CPPSEC4005A	Facilitate workplace briefing and debriefing processes
CSCSAS013	Manage conflict through negotiation
CSCSAS019	Determine response to security risks

Qualification Mapping Information

This qualification supersedes and is equivalent to PSP50312 Diploma of Government (Court Services).

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSP50316 Diploma of Government Security

Modification History

Release	Comments
1	This qualification was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This qualification supersedes and is equivalent to PSP51812 Diploma of Government (Security). • PSP unit codes updated • Imported units updated

Qualification Description

This qualification cover the competencies required for independent and self-directed work in the public sector as a practitioner in government security management. It is suitable for individuals who need to apply integrated technical and theoretical concepts in a broad range of contexts to undertake advanced skilled duties in a government security environment.

No licensing, legislative or certification requirements apply to this qualification at the time of publication.

Packaging Rules

11 units of competency are required for this qualification:

- 6 core units
- 5 elective units

Choose 1 elective from Group A Work health safety.

Choose a minimum of 2 electives from Group B General elective units.

Choose the remaining electives from the list below or from elsewhere within this training package, or from another endorsed training package, or from an accredited course.

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All elective units selected from outside this qualification must reflect the occupational learning outcomes of this AQF qualification level. Seek further advice on selecting imported units of competency in the PSP Implementation Guide.

Elective units selected must not duplicate content already covered by other units in this qualification.

Core units	
PSPETH003	Promote the values and ethos of public service
PSPLEG003	Promote compliance with legislation in the public sector
PSPSEC011	Assess security risks
PSPSEC012	Develop security risk management plans
PSPSEC013	Implement and monitor security risk management plans
PSPSEC014	Coordinate protective security
Elective units	
Group A: Work health safety	
BSBWHS401	Implement and monitor WHS policies, procedures and programs to meet legislative requirements
BSBWHS501	Ensure a safe workplace
Group B: General elective units	
PSPGEN044	Develop client services
PSPGEN046	Undertake research and analysis
PSPGEN047	Promote diversity
PSPGEN050	Manage conflict
PSPGEN054	Use complex workplace communication strategies
PSPGEN058	Coordinate risk management

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Qualification Mapping Information

This qualification supersedes and is equivalent to PSP51812 Diploma of Government (Security).

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSP50416 Diploma of Government Investigations

Modification History

Release	Comments
1	This qualification was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This qualification supersedes and is not equivalent to PSP51712 Diploma of Government (Investigation). • PSP unit codes updated • Imported units updated • Qualification packaging restructured

Qualification Description

This qualification covers the competencies required by a person responsible for the coordination and conduct of investigations. It is suitable for individuals who apply integrated technical and theoretical concepts in a broad range of contexts to undertake advanced skilled duties in a government investigations environment.

No licensing, legislative or certification requirements apply to this qualification at the time of publication.

Packaging Rules

11 units of competency are required for this qualification:

- 5 core units
- 6 elective units

Choose 1 elective from Group A Work health safety.

Choose a minimum of 2 electives from Group B General elective units.

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Choose the remaining electives from the list below or from elsewhere within this training package, or from another endorsed training package, or from an accredited course.

All elective units selected from outside this qualification must reflect the occupational learning outcomes of this AQF qualification level. Seek further advice on selecting imported units of competency in the PSP Implementation Guide.

Elective units selected must not duplicate content already covered by other units in this qualification.

Core units	
PSPETH003	Promote the values and ethos of public service
PSPLEG003	Promote compliance with legislation in the public sector
PSPINV002	Conduct an investigation
PSPREG021	Coordinate investigation processes
PSPREG026	Review and evaluate investigations
Elective units	
Group A: Work health safety	
BSBWHS401	Implement and monitor WHS policies, procedures and programs to meet legislative requirements
BSBWHS501	Ensure a safe workplace
Group B: General elective units	
PSPFRU003	Communicate fraud control awareness
PSPFRU004	Anticipate and detect possible fraud activity
PSPGEN045	Coordinate resource allocation and usage
PSPGEN054	Use complex workplace communication strategies

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Qualification Mapping Information

This qualification supersedes and is not equivalent to PSP51712 Diploma of Government (Investigation).

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSP50516 Diploma of Trade Measurement

Modification History

Release	Comments
1	This qualification was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This qualification supersedes and is equivalent to PSP52212 Diploma of Government (Trade Measurement). • PSP unit codes updated • Imported units updated

Qualification Description

This qualification allows for the attainment of competencies required by senior staff in a trade measurement environment. These staff may provide information and advice of a complex nature, supervise and support front line staff and conduct investigation into potential trade measurement breaches.

No licensing, legislative or certification requirements apply to this qualification at the time of publication.

Packaging Rules

11 units of competency are required for this qualification:

- 7 core units
- 4 elective units

Choose a minimum of 2 electives from the list below.

Choose the remaining electives from the list below or from elsewhere within this training package, or from another endorsed training package, or from an accredited course.

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All elective units selected from outside this qualification must reflect the occupational learning outcomes of this AQF qualification level. Seek further advice on selecting imported units of competency in the PSP Implementation Guide.

Elective units selected must not duplicate content already covered by other units in this qualification.

Core units	
PSPETH003	Promote the values and ethos of public service
PSPGEN045	Coordinate resource allocation and usage
PSPGEN053	Provide leadership
PSPGEN054	Use complex workplace communication strategies
PSPREG022	Supervise and carry out complex inspections and monitoring
PSPREG024	Conduct measurement licensee audit
MSATMINS501A	Inspect a range of complex measuring instruments
Elective units	
PSPGEN044	Develop client services
PSPGEN046	Undertake research and analysis
PSPGEN047	Promote diversity
PSPGEN050	Manage conflict
PSPGEN055	Refine complex workplace documents
PSPGEN070	Persuade and influence opinion
PSPGSD010	Develop and implement procedures for government service delivery
PSPLEG003	Promote compliance with legislation in the public sector
PSPREG020	Conduct prosecutions
BSBLDR501	Develop and use emotional intelligence

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Qualification Mapping Information

This qualification supersedes and is equivalent to PSP52212 Diploma of Government (Trade Measurement).

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSP50616 Diploma of Procurement and Contracting

Modification History

Release	Comments
1	This qualification was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This qualification supersedes and is equivalent to PSP52512 Diploma of Government (Procurement and Contracting). • PSP unit codes updated • Imported units updated

Qualification Description

This qualification allows for the attainment of competencies required for independent and self-directed work as a procurement and contract manager in the public sector. It is suitable for individuals who apply integrated technical and theoretical concepts in a broad range of contexts to undertake advanced skilled duties in a procurement and contracting environment.

No licensing, legislative or certification requirements apply to this qualification at the time of publication.

Packaging Rules

13 units of competency are required for this qualification:

- 9 core units
- 4 elective units

Choose a minimum of 1 elective from Group A Research and analysis.

Choose the remaining electives from Group B General elective units or from elsewhere within this training package, or from another endorsed training package, or from an accredited course.

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All elective units selected from outside this qualification must reflect the occupational learning outcomes of this AQF qualification level. Seek further advice on selecting imported units of competency in the PSP Implementation Guide.

Elective units selected must not duplicate content already covered by other units in this qualification.

Core units	
PSPETH003	Promote the values and ethos of public service
PSPGEN049	Undertake negotiations
PSPLEG003	Promote compliance with legislation in the public sector
PSPPCM008	Manage contract performance
PSPPCM009	Finalise contracts
PSPPCM010	Manage procurement risk
PSPPCM011	Plan to manage a contract
PSPPCM012	Plan for procurement outcomes
PSPPCM013	Make procurement decisions
Elective units	
Group A: Research and analysis	
PSPGEN046	Undertake research and analysis
BSBMKG506	Plan market research
Group B: General elective units	
PSPGEN054	Use complex workplace communication strategies
PSPGEN077	Apply public sector financial policies and processes
PSPPCM014	Participate in budget and procurement review process
PSPPCM015	Conduct and manage coordinated procurement
PSPPCM016	Plan and implement strategic sourcing
PSPPCM017	Plan and implement procurement category management

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PSPPCM018	Conduct demand and procurement spend analysis
PSPPCY006	Develop organisation policy
BSBPMG522	Undertake project work
BSBPUR504	Manage a supply chain

Qualification Mapping Information

This qualification supersedes and is equivalent to PSP52512 Diploma of Government (Procurement and Contracting).

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSP50716 Diploma of Fraud Control

Modification History

Release	Comments
1	This qualification was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This qualification supersedes and is equivalent to PSP50612 Diploma of Government (Fraud Control). • PSP unit codes updated • Imported units updated

Qualification Description

This qualification covers the competencies required by a person responsible for the coordination and conduct of fraud control prevention and detection. It qualifies individuals who apply integrated technical and theoretical concepts in a broad range of contexts to undertake advanced skilled duties in a government fraud control environment.

No licensing, legislative or certification requirements apply to this qualification at the time of publication.

Packaging Rules

11 units of competency are required for this qualification:

- 6 core units
- 5 elective units

Choose 1 elective from Group A Work health safety.

Choose a minimum of 2 electives from Group B General elective units.

Choose the remaining electives from the list below or from elsewhere within this training package, or from another endorsed training package, or from an accredited course.

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All elective units selected from outside this qualification must reflect the occupational learning outcomes of this AQF qualification level. Seek further advice on selecting imported units of competency in the PSP Implementation Guide.

Elective units selected must not duplicate content already covered by other units in this qualification.

Core units	
PSPETH003	Promote the values and ethos of public service
PSPFRU005	Conduct fraud risk assessments
PSPFRU006	Develop fraud control plans
PSPFRU007	Implement fraud control activities
PSPFRU008	Coordinate development and implementation of fraud information systems
PSPLEG003	Promote compliance with legislation in the public sector
Elective units	
Group A: Work health safety	
BSBWHS401	Implement and monitor WHS policies, procedures and programs to meet legislative requirements
BSBWHS501	Ensure a safe workplace
Group B: General elective units	
PSPGEN045	Coordinate resource allocation and usage
PSPGEN046	Undertake research and analysis
PSPGEN047	Promote diversity
PSPGEN054	Use complex workplace communication strategies
PSPFRU003	Communicate fraud control awareness
PSPFRU004	Anticipate and detect possible fraud activity
PSPREG021	Coordinate investigation processes

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Qualification Mapping Information

This qualification supersedes and is equivalent to PSP50612 Diploma of Government (Fraud Control).

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSP50816 Diploma of Translating

Modification History

Release	Comments
1	This qualification was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This qualification supersedes and is not equivalent to PSP52312 Diploma of Translating. • PSP unit codes updated • Imported units updated • Units required to complete qualification increased to 12 • Core units updated • Elective unit list increased and groups added

Qualification Description

This qualification covers the competencies required to translate general purpose texts from one language to another, to convey information written in plain language to a limited and known audience in functionally equivalent translated texts that are appropriate to the context, target audience and end use.

The Diploma of Translating prepares translators to translate texts that contain limited equivalence problems between source and target text, plain language and concepts accessible to the general public, and limited requirement for research on the subject beyond client resources. Limited and known audiences include the clients of community services, educational institutions, community information services and businesses, or may relate to government client relationships.

The English to LOTE specialisation is applicable to candidates whose strongest language is their LOTE.

The LOTE to English specialisation is applicable to candidates whose strongest language is English.

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The LOTE-English both directions specialisation is applicable to candidates who have equal facility in both their LOTE and English.

No licensing, legislative or certification requirements apply to this qualification at the time of publication.

Additional qualification advice

Where a SITXLAN unit is chosen from Group C, the qualification title on the resultant testamur must include the specific LOTE of the SITXLAN unit: Diploma of Translating (LOTE of chosen SITXLAN unit) e.g. Diploma of Translating (Hindi to English) or (English to Hindi).

Where PSPTIS026 is chosen from Group C, or the general LOTE to English specialisation is chosen, the resultant testamur must be titled: Diploma of Translating (LOTE to English) or (English to LOTE) or (LOTE-English both directions), and the following wording may be added: “This qualification was assessed in (language).”

Where SITXLAN3328 is chosen from Group C, the resultant testamur must be titled: Diploma of Translating (Australian Indigenous languages to English) or (English to Australian Indigenous languages) or (Australian Indigenous languages-English both directions), and the following wording may be added: “This qualification was assessed in (language).”

Packaging Rules

12 units of competency are required for this qualification:

- 5 core units
- 7 elective units

The candidate is required to choose either the English to LOTE, the LOTE to English or the LOTE-English both directions specialisation.

Specialisations

English to LOTE specialisation:

- 2 units from Group A
- no more than 1 unit from Group C
- 4 elective units

Choose a minimum of 3 elective units from the list below.

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Choose the remaining 1 elective unit from the list below, or from elsewhere within this training package, or from another endorsed training package, or from an accredited course.

General LOTE to English specialisation:

- 3 units from Group B
- 4 elective units

Choose a minimum of 3 elective units from the list below.

Choose the remaining 1 elective unit from the list below, or from elsewhere within this training package, or from another endorsed training package, or from an accredited course.

LOTE to English specialisation:

- 3 units from Group B
- no more than 1 unit from Group C
- 3 elective units

Choose a minimum of 2 elective units from the list below.

Choose the remaining 1 elective unit from the list below, or from elsewhere within this training package, or from another endorsed training package, or from an accredited course.

LOTE-English both directions specialisation:

- 2 units from Group A
- 3 units from Group B
- no more than 1 unit from Group C
- 1 elective unit

Choose the elective unit from the list below, or from elsewhere within this training package, or from another endorsed training package, or from an accredited course.

All elective units selected from outside this qualification must reflect the occupational and learning outcomes of this AQF qualification level. Seek further advice on selecting imported units of competency in the Implementation Guide.

Elective units selected must not duplicate content already covered by other units in this qualification.

Core units	
PSPTIS001	Apply codes and standards to ethical practice

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PSPTIS002	Build glossaries for translating and interpreting assignments
PSPTIS003	Prepare to translate and interpret
PSPTIS020	Analyse text types for translation of general purpose texts (LOTE-English)
PSPTIS021	Translate and certify non-narrative texts
Elective units	
Group A: English to LOTE specialisation	
PSPTIS022	Translate general purpose texts from English to LOTE
PSPTIS025	Read and analyse general purpose English texts to be translated
Group B: LOTE to English specialisation	
PSPTIS023	Translate general purpose texts from LOTE to English
PSPTIS024	Read and analyse general purpose LOTE texts to be translated
PSPTIS027	Demonstrate routine written English proficiency in different subjects and cultural contexts
Group C: LOTE specialisation	
SITXLAN3301	Read and write information in a language other than English (Arabic)
SITXLAN3302	Read and write information in a language other than English (Indonesian)
SITXLAN3304	Read and write information in a language other than English (Dutch)
SITXLAN3305	Read and write information in a language other than English (Finnish)
SITXLAN3306	Read and write information in a language other than English (French)
SITXLAN3307	Read and write information in a language other than English (German)
SITXLAN3308	Read and write information in a language other than English (Greek)

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SITXLAN3309	Read and write information in a language other than English (Hindi)
SITXLAN3310	Read and write information in a language other than English (Hungarian)
SITXLAN3311	Read and write information in a language other than English (Italian)
SITXLAN3312	Read and write information in a language other than English (Japanese)
SITXLAN3313	Read and write information in a language other than English (Korean)
SITXLAN3314	Read and write information in a language other than English (Malay)
SITXLAN3315	Read and write information in a language other than English (Mandarin)
SITXLAN3316	Read and write information in a language other than English (Polish)
SITXLAN3317	Read and write information in a language other than English (Portuguese)
SITXLAN3318	Read and write information in a language other than English (Russian)
SITXLAN3319	Read and write information in a language other than English (Serbian)
SITXLAN3320	Read and write information in a language other than English (Spanish)
SITXLAN3321	Read and write information in a language other than English (Swedish)
SITXLAN3322	Read and write information in a language other than English (Swiss German)
SITXLAN3324	Read and write information in a language other than English (Thai)
SITXLAN3325	Read and write information in a language other than English (Turkish)
SITXLAN3326	Read and write information in a language other than English

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	(Croatian)
SITXLAN3327	Read and write information in a language other than English (Bosnian)
SITXLAN3328	Read and write information in a language other than English (Australian Indigenous languages)
PSPTIS026	Demonstrate routine written LOTE proficiency in different subjects and cultural contexts
Group D: General elective units	
PSPTIS004	Conduct career planning
BSBCRT301	Develop and extend critical and creative thinking skills
BSBREL402	Build client relationships and business networks
BSBWRT301	Write simple documents
BSBLIB407	Search library and information databases
ICTICT103	Use, communicate and search securely on the internet
ICTICT203	Operate application software packages

Qualification Mapping Information

This qualification supersedes and is not equivalent to PSP52312 Diploma of Translating.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSP50916 Diploma of Interpreting (LOTE-English)

Modification History

Release	Comments
1	This qualification was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This qualification supersedes and is not equivalent to PSP52412 Diploma of Interpreting. • PSP unit codes updated • Imported units updated • Units required to complete qualification increased to 12 • Core unit requirements increased and units updated • Elective unit list increased and groups added

Qualification Description

This qualification covers the competencies required to interpret from a source language to a target language, in general dialogue and monologue settings where the interpreter is able to physically control the discourse to assist retention and recall.

In a general setting the context is usually broad and routine, the content or complexity of the situation can usually be predicted and planned for. There are typically two or a few participants, to whom the interpreter has physical and visual access.

The Diploma of Interpreting prepares interpreters for work typically in the community and business domains, including sectors such as general health, welfare and community services, educational and social contexts, and tourism. As well as interactions such as initial police interviews, over the counter interviews in customer and community information services, non-complex disability assistance, and other informal business and workplace interactions. The interpreting takes place where miscommunication or the consequences of errors in communicative intent can be readily managed through consultation and preparation, and where there are opportunities for error correction.

No licensing, legislative or certification requirements apply to this qualification at the time of publication.

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Additional qualification advice

Where a SITXLAN unit is chosen from Group A, the resultant testamur must be titled: Diploma of Interpreting (LOTE-English of chosen SITXLAN unit) e.g. Diploma of Interpreting (Hindi-English).

Where PSPTIS044 is chosen from Group A, the resultant testamur must be titled: Diploma of Interpreting (LOTE-English). Additionally, the following wording may be added: "This qualification was assessed in (language)".

Where SITXLAN3128 is chosen from Group A, the resultant testamur must be titled: Diploma of Interpreting (Australian Indigenous languages-English). Additionally, the following wording may be added: "This qualification was assessed in (language)."

Packaging Rules

12 units of competency are required for this qualification:

- 7 core units
- no more than 1 unit from Group A
- 4 elective units

Choose a minimum of 3 electives from Group B General elective units.

Choose the remaining 1 elective from the list below or from elsewhere within this training package, or from another endorsed training package, or from an accredited course.

All elective units selected from outside this qualification must reflect the occupational and learning outcomes of this AQF qualification level. Seek further advice on selecting imported units of competency in the Implementation Guide.

Elective units selected must not duplicate content already covered by other units in this qualification.

Core units	
PSPTIS001	Apply codes and standards to ethical practice
PSPTIS002	Build glossaries for translating and interpreting assignments
PSPTIS003	Prepare to translate and interpret

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PSPTIS040	Interpret in general dialogue settings (LOTE-English)
PSPTIS041	Interpret in general monologue settings (LOTE-English)
PSPTIS042	Manage discourses in general settings
PSPTIS043	Use routine subject area terminology in interpreting (LOTE-English)
Elective units	
Group A: LOTE specialisation	
SITXLAN3101	Conduct oral communication in a language other than English (Arabic)
SITXLAN3102	Conduct oral communication in a language other than English (Indonesian)
SITXLAN3103	Conduct oral communication in a language other than English (Cantonese)
SITXLAN3104	Conduct oral communication in a language other than English (Dutch)
SITXLAN3105	Conduct oral communication in a language other than English (Finnish)
SITXLAN3106	Conduct oral communication in a language other than English (French)
SITXLAN3107	Conduct oral communication in a language other than English (German)
SITXLAN3108	Conduct oral communication in a language other than English (Greek)
SITXLAN3109	Conduct oral communication in a language other than English (Hindi)
SITXLAN3110	Conduct oral communication in a language other than English (Hungarian)
SITXLAN3111	Conduct oral communication in a language other than English (Italian)
SITXLAN3112	Conduct oral communication in a language other than English (Japanese)
SITXLAN3113	Conduct oral communication in a language other than English (Korean)

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SITXLAN3114	Conduct oral communication in a language other than English (Malay)
SITXLAN3115	Conduct oral communication in a language other than English (Mandarin)
SITXLAN3116	Conduct oral communication in a language other than English (Polish)
SITXLAN3117	Conduct oral communication in a language other than English (Portuguese)
SITXLAN3118	Conduct oral communication in a language other than English (Russian)
SITXLAN3119	Conduct oral communication in a language other than English (Serbian)
SITXLAN3120	Conduct oral communication in a language other than English (Spanish)
SITXLAN3121	Conduct oral communication in a language other than English (Swedish)
SITXLAN3122	Conduct oral communication in a language other than English (Swiss German)
SITXLAN3123	Conduct oral communication in a language other than English (Taiwanese)
SITXLAN3124	Conduct oral communication in a language other than English (Thai)
SITXLAN3125	Conduct oral communication in a language other than English (Turkish)
SITXLAN3126	Conduct oral communication in a language other than English (Croatian)
SITXLAN3127	Conduct oral communication in a language other than English (Bosnian)
SITXLAN3128	Conduct oral communication in a language other than English (Australian Indigenous languages)
SITXLAN3129	Conduct oral communication in a language other than English (Auslan)
PSPTIS044	Demonstrate routine LOTE proficiency in different subjects and cultural contexts

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Group B: General elective units	
PSPTIS004	Conduct career planning
PSPTIS045	Demonstrate routine English proficiency in different subjects and cultural contexts
PSPTIS046	Use routine education terminology in interpreting (LOTE-English)
PSPTIS047	Use routine health terminology in interpreting (LOTE-English)
PSPTIS048	Use routine legal terminology in interpreting (LOTE-English)
BSBDIV301	Work effectively with diversity
BSBREL402	Build client relationships and business networks
ICTICT203	Operate application software packages

Qualification Mapping Information

This qualification supersedes and is not equivalent to PSP52412 Diploma of Interpreting.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSP51018 Diploma of Auslan

Modification History

Not applicable.

Qualification Description

This qualification provides signing skills to communicate in Auslan fluently and spontaneously across a wide range of subjects. Communication may take place in any situation including personal, public, social, employment and educational domains.

This qualification aligns to an adaptation, for sign languages, of the Common European Framework of Reference for Languages (CEFR), CI: Proficient User.

This is an Auslan signer who can:

- understand a wide range of demanding, long texts, and recognise implicit meaning
- express him or herself fluently and spontaneously without much obvious searching for expressions
- use language flexibly and effectively for social, academic and professional purposes
- produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.

The volume of learning for a Diploma is typically 1 to 2 years.

No occupational licensing, certification or specific legislative requirements apply to this qualification at the time of publication.

Entry Requirements

There are no entry requirements for this qualification.

Packaging Rules

13 units must be completed:

- 10 core units
- 3 electives consisting of:
  - 2 units from the list below
  - 1 unit from the list below or from any other current Training Package or accredited course.

The selection of electives must be guided by the community or job outcome sought and the complexity of skills appropriate to the AQF level of this qualification.

Core units

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PSPLAN001	Converse in Auslan at a basic user level
PSPLAN002	Compare the fundamental differences between Auslan and English structure
PSPLAN003	Source information on Deaf culture, and communicate according to Deaf protocol
PSPLAN004	Converse in Auslan at an independent user level (familiar subjects)
PSPLAN005	Analyse the structure of Auslan signs
PSPLAN006	Research the development of educational and social conditions for Australian Deaf communities
PSPLAN007	Converse in Auslan at an independent user level (abstract and concrete notions)
PSPLAN008	Compare the structure of sentences in Auslan and English
PSPLAN012	Converse in Auslan at a proficient user level
PSPLAN013	Analyse the semantics and sociolinguistics of Auslan

Elective units

PSPLAN009	Compare other sign languages to Auslan
PSPLAN010	Communicate with Deafblind people
PSPLAN011	Take notes for Deaf, hard of hearing and Deafblind people
PSPLAN014	Convey information between Auslan and English
PSPLAN015	Research the role of an Auslan interpreter

Qualification Mapping Information

No equivalent qualification

Links

Companion Volume Implementation Guide - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSP60116 Advanced Diploma of Government (Workplace inspection/ Investigations/Fraud control)

Modification History

Release	Comments
1	This qualification was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This qualification supersedes and is equivalent to PSP60112 Advanced Diploma of Government. • PSP unit codes updated • Imported units updated

Qualification Description

This qualification allows for the attainment of competencies required for work in the public sector which is autonomous and often non-routine. The qualification is targeted at those who enter the public sector with another qualification as well as those progressing within the sector.

The generalist qualification suits the requirements of working in small or regionally based organisations or where responsibilities are diverse in nature, rather than with a narrow specialisation.

The workplace inspection specialisation covers the skills required for those responsible for the conduct of statutory investigation and enforcement requirements under any of the following legislative frameworks: work health and safety, workers' compensation, injury management or workplace relations.

The investigations specialisation covers the skills required to manage in an investigations environment within the public sector.

The fraud control specialisation covers the skills required to manage in a fraud control environment within the public sector.

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No licensing, legislative or certification requirements apply to this qualification at the time of publication.

Additional qualification advice

Where a defined specialisation is completed as listed below, the resultant testamur can be titled: Advanced Diploma of Government (field of study) e.g. Advanced Diploma of Government (Fraud control).

Packaging Rules

15 units of competency are required for this qualification:

- 6 core units
- 9 elective units

Choose 1 elective from Group A Work health safety.

Generalist:

- a minimum of 4 units from Groups B-E or from elsewhere within this training package

Choose the remaining electives from the list below or from elsewhere within this training package, or from another endorsed training package, or from an accredited course.

Specialisations

Workplace inspection specialisation:

- 5 units from Group B

Choose the remaining electives from the list below or from elsewhere within this training package, or from another endorsed training package, or from an accredited course.

Investigations specialisation:

- 6 units from Group C

Choose the remaining electives from the lists below or from elsewhere within this training package, or from another endorsed training package, or from an accredited course.

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Fraud control specialisation:

- 5 units from Group D

Choose the remaining electives from the lists below or from elsewhere within this training package, or from another endorsed training package, or from an accredited course.

All elective units selected from outside this qualification must reflect the occupational learning outcomes of this AQF qualification level. Seek further advice on selecting imported units of competency in the PSP Implementation Guide.

Elective units selected must not duplicate content already covered by other units in this qualification.

Core units	
PSPETH004	Maintain and enhance confidence in public service
PSPGEN066	Apply government systems
PSPGEN067	Establish and maintain strategic networks
PSPLEG004	Manage compliance with legislation in the public sector
PSPMGT004	Manage diversity
PSPPCY010	Manage policy implementation
Elective units	
Group A: Work health safety	
BSBWHS501	Ensure a safe workplace
BSBWHS601	Apply legislative frameworks for WHS
Group B: Workplace inspection specialisation	
PSPWPI004	Improve compliance through industry partnerships
PSPWPI005	Investigate complex issues
PSPWPI006	Manage emerging issues
PSPWPI007	Represent and promote the organisation
PSPMGT007	Manage risk

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Group C: Investigations specialisation	
PSPREG027	Manage regulatory compliance
PSPREG028	Evaluate regulatory compliance
PSPREG030	Manage investigations program
PSPMGT001	Manage resources
PSPMGT014	Undertake enterprise risk management
POLINV005	Coordinate multi-agency investigations
Group D: Fraud control specialisation	
PSPFRU004	Anticipate and detect possible fraud activity
PSPFRU009	Develop fraud control strategy
PSPFRU010	Manage fraud risk assessment and action plan
PSPFRU011	Manage fraud control awareness
PSPFRU012	Review fraud control activities
Group E: General elective units	
PSPGEN068	Develop a tender submission response
PSPGEN069	Foster leadership and innovation
PSPGEN070	Persuade and influence opinion
PSPGEN071	Prepare high-level written communication
PSPGEN078	Apply complex public sector financial requirements
PSPGEN079	Undertake strategic financial analysis
PSPGEN080	Develop public sector financial strategies
PSPGEN083	Manage public affairs
PSPGEN084	Provide public affairs advisory service
PSPGEN085	Manage media relationships
PSPBDR015	Manage operations

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PSPETH005	Lead and influence ethical practice in the public sector
PSPHRM009	Provide advisory and mediation services
PSPHRM010	Formulate a strategic human resource plan
PSPHRM011	Provide leadership in strategic human resource management
PSPMGT002	Facilitate people management
PSPMGT005	Manage quality client service
PSPMGT009	Manage public sector financial resources
PSPMGT011	Develop partnering arrangements
PSPMGT012	Facilitate knowledge management
PSPMGT013	Provide strategic direction
PSPPCY008	Develop public policy
PSPPCY009	Provide policy advice
PSPPCY011	Influence strategic policy
PSPREG025	Manage investigations
PSPREG029	Manage and lead inspection and monitoring programs
PSPSCI011	Manage the provision of high-level scientific support
PSPSCI012	Influence innovation and change through extension
PSPSCI013	Initiate and conduct scientific/technological research
PSPSEC016	Define information systems framework
PSPSEC017	Manage security awareness
BSBLDR804	Influence and shape diversity management
BSBLDR805	Lead and influence change

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Qualification Mapping Information

This qualification supersedes and is equivalent to PSP60112 Advanced Diploma of Government.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSP60616 Advanced Diploma of Procurement and Contracting

Modification History

Release	Comments
1	This qualification was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This qualification supersedes and is equivalent to PSP61212 Advanced Diploma of Government (Procurement and Contracting). • PSP unit codes updated

Qualification Description

This qualification allows for the attainment of competencies required by personnel responsible for the management of strategic procurement in public sector organisations.

No licensing, legislative or certification requirements apply to this qualification at the time of publication.

Packaging Rules

15 units of competency are required for this qualification:

- 9 core units
- 6 elective units

Choose a minimum of 4 electives from the list below.

Choose the remaining electives from the list below or from elsewhere within this training package, or from another endorsed training package, or from an accredited course.

All elective units selected from outside this qualification must reflect the occupational learning outcomes of this AQF qualification level. Seek further advice on selecting imported units of competency in the PSP Implementation Guide.

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Elective units selected must not duplicate content already covered by other units in this qualification.

Core units	
PSPETH004	Maintain and enhance confidence in public service
PSPGEN067	Establish and maintain strategic networks
PSPLEG004	Manage compliance with legislation in the public sector
PSPMGT006	Develop a business case
PSPMGT007	Manage risk
PSPPCM020	Plan for strategic procurement
PSPPCM021	Coordinate strategic procurement
PSPPCM022	Negotiate strategic procurement
PSPPCM023	Manage strategic contracts
Elective units	
PSPGEN066	Apply government systems
PSPGEN069	Foster leadership and innovation
PSPGEN070	Persuade and influence opinion
PSPGEN078	Apply complex public sector financial requirements
PSPMGT003	Manage change
PSPMGT008	Formulate business strategies
PSPMGT010	Review and improve business performance
PSPMGT011	Develop partnering arrangements
PSPPCM019	Divest strategic assets
PSPPCM024	Manage fundamental aspects of supply chain
PSPPCY010	Manage policy implementation

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Qualification Mapping Information

This qualification supersedes and is equivalent to PSP61212 Advanced Diploma of Government (Procurement and Contracting).

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSP60816 Advanced Diploma of Translating

Modification History

Release	Comments
1	This qualification was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This qualification supersedes and is not equivalent to PSP61012 Advanced Diploma of Translating. • PSP unit codes updated • Imported units updated • Units required to complete qualification increased to 13 • Core unit requirement decreased and units updated • Elective unit list increased and groups added

Qualification Description

This qualification covers the competencies required to translate special purpose texts from one language to another, to convey information written using specific terminology for a specific audience in functionally equivalent translated texts that are accurate and appropriate to the context, target audience and end use.

The Advanced Diploma of Translating prepares translators to translate texts where there may be significant equivalence problems between source and target text, the subject of the text has its own specific terminology, or there is need to undertake extensive research and translate complex language and concepts. Specific audiences may be found in commerce and marketing, government and international relations – including immigration, both regular and humanitarian – the media, and sectors generally considered to be professional, such as law, health and medicine, technology and science. Assignments may deal with material which requires significant quality assurance processes as the consequences of mistranslation can be far reaching.

The English to LOTE specialisation is applicable to candidates whose strongest language is their LOTE.

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The LOTE to English specialisation is applicable to candidates whose strongest language is English.

The LOTE-English both directions specialisation is applicable to candidates who have equal facility in both their LOTE and English.

No licensing, legislative or certification requirements apply to this qualification at the time of publication.

Additional qualification advice

Where a SITXLAN unit is chosen from Group C or D, the qualification title on the resultant testamur must include the specific LOTE of the SITXLAN unit: Advanced Diploma of Translating (LOTE of chosen SITXLAN unit to English) e.g. Advanced Diploma of Translating (Hindi to English) or (English to Hindi) or (Hindi-English both directions).

Where PSPTIS067 is chosen from Group D, or the general LOTE to English specialisation is chosen, the resultant testamur must be titled: Advanced Diploma of Translating (LOTE to English) or (English to LOTE) or (LOTE-English both directions), and the following wording may be added: “This qualification was assessed in (language).”

Where SITXLAN3328 is chosen from Group C, or SITXLN3428 is chosen from Group D, the resultant testamur must be titled: Advanced Diploma of Translating (Australian Indigenous languages to English) or (English to Australian Indigenous languages) or (Australian Indigenous languages-English both directions), and the following wording may be added: “This qualification was assessed in (language).”

Packaging Rules

13 units of competency are required for this qualification:

- 5 core units
- 8 elective units

The candidate is required to choose either the English to LOTE, the LOTE to English or the LOTE-English both directions specialisation.

Specialisations

English to LOTE specialisation:

- 2 units from Group A
- no more than 1 unit from Group D
- 5 elective units

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Choose a minimum of 4 electives from the list below.

Choose the remaining 1 elective unit from the list below, or from elsewhere within this training package, or from another endorsed training package, or from an accredited course.

General LOTE to English specialisation:

- 3 units from Group B
- 5 elective units

Choose a minimum of 4 electives from the list below

Choose the remaining 1 elective unit from the list below, or from elsewhere within this training package, or from another endorsed training package, or from an accredited course.

LOTE to English specialisation:

- 3 units from Group B
- no more than 1 unit from Group C
- 4 elective units

Choose a minimum of 3 electives from the list below.

Choose the remaining 1 elective unit from the list below, or from elsewhere within this training package, or from another endorsed training package, or from an accredited course.

LOTE-English both directions specialisation:

- 2 units from Group A
- 3 units from Group B
- no more than 1 unit from Group D
- 2 elective units

Choose a minimum of 1 elective from the list below.

Choose the remaining 1 elective unit from the list below, or from elsewhere within this training package, or from another endorsed training package, or from an accredited course.

All elective units selected from outside this qualification must reflect the occupational and learning outcomes of this AQF qualification level. Seek further advice on selecting imported units of competency in the Implementation Guide.

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Elective units selected must not duplicate content already covered by other units in this qualification.

Core units	
PSPTIS100	Apply codes and standards to professional judgement
PSPTIS101	Negotiate translating and interpreting assignments
PSPTIS060	Analyse text types for translation of special purpose texts (LOTE-English)
PSPTIS061	Quality assure translations
CUAWRT401	Edit texts
Elective units	
Group A: English to LOTE specialisation	
PSPTIS062	Translate special purpose texts from English to LOTE
PSPTIS064	Read and analyse special purpose English texts to be translated
Group B: LOTE to English specialisation	
PSPTIS063	Translate special purpose texts from LOTE to English
PSPTIS065	Read and analyse special purpose LOTE texts to be translated
PSPTIS068	Demonstrate complex written English proficiency in different subjects and cultural contexts
Group C: LOTE specialisation	
SITXLAN3301	Read and write information in a language other than English (Arabic)
SITXLAN3302	Read and write information in a language other than English (Indonesian)
SITXLAN3304	Read and write information in a language other than English (Dutch)
SITXLAN3305	Read and write information in a language other than English (Finnish)
SITXLAN3306	Read and write information in a language other than English (French)

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SITXLAN3307	Read and write information in a language other than English (German)
SITXLAN3308	Read and write information in a language other than English (Greek)
SITXLAN3309	Read and write information in a language other than English (Hindi)
SITXLAN3310	Read and write information in a language other than English (Hungarian)
SITXLAN3311	Read and write information in a language other than English (Italian)
SITXLAN3312	Read and write information in a language other than English (Japanese)
SITXLAN3313	Read and write information in a language other than English (Korean)
SITXLAN3314	Read and write information in a language other than English (Malay)
SITXLAN3315	Read and write information in a language other than English (Mandarin)
SITXLAN3316	Read and write information in a language other than English (Polish)
SITXLAN3317	Read and write information in a language other than English (Portuguese)
SITXLAN3318	Read and write information in a language other than English (Russian)
SITXLAN3319	Read and write information in a language other than English (Serbian)
SITXLAN3320	Read and write information in a language other than English (Spanish)
SITXLAN3321	Read and write information in a language other than English (Swedish)
SITXLAN3322	Read and write information in a language other than English (Swiss German)
SITXLAN3324	Read and write information in a language other than English

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	(Thai)
SITXLAN3325	Read and write information in a language other than English (Turkish)
SITXLAN3326	Read and write information in a language other than English (Croatian)
SITXLAN3327	Read and write information in a language other than English (Bosnian)
SITXLAN3328	Read and write information in a language other than English (Australian Indigenous languages)
Group D: LOTE specialisation	
SITXLAN3401	Read and write documents in a language other than English (Arabic)
SITXLAN3402	Read and write documents in a language other than English (Indonesian)
SITXLAN3404	Read and write documents in a language other than English (Dutch)
SITXLAN3405	Read and write documents in a language other than English (Finnish)
SITXLAN3406	Read and write documents in a language other than English (French)
SITXLAN3407	Read and write documents in a language other than English (German)
SITXLAN3408	Read and write documents in a language other than English (Greek)
SITXLAN3409	Read and write documents in a language other than English (Hindi)
SITXLAN3410	Read and write documents in a language other than English (Hungarian)
SITXLAN3411	Read and write documents in a language other than English (Italian)
SITXLAN3412	Read and write documents in a language other than English (Japanese)

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SITXLAN3413	Read and write documents in a language other than English (Korean)
SITXLAN3414	Read and write documents in a language other than English (Malay)
SITXLAN3415	Read and write documents in a language other than English (Mandarin)
SITXLAN3416	Read and write documents in a language other than English (Polish)
SITXLAN3417	Read and write documents in a language other than English (Portuguese)
SITXLAN3418	Read and write documents in a language other than English (Russian)
SITXLAN3419	Read and write documents in a language other than English (Serbian)
SITXLAN3420	Read and write documents in a language other than English (Spanish)
SITXLAN3421	Read and write documents in a language other than English (Swedish)
SITXLAN3422	Read and write documents in a language other than English (Swiss German)
SITXLAN3424	Read and write documents in a language other than English (Thai)
SITXLAN3425	Read and write documents in a language other than English (Turkish)
SITXLAN3426	Read and write documents in a language other than English (Croatian)
SITXLAN3427	Read and write documents in a language other than English (Bosnian)
SITXLAN3428	Read and write documents in a language other than English (Australian Indigenous languages)
PSPTIS067	Demonstrate complex written LOTE proficiency in different subjects and cultural contexts
Group E: General elective units	

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PSPTIS002	Build glossaries for translating and interpreting assignments
PSPTIS021	Translate and certify non-narrative texts
PSPTIS066	Apply theories to translating and interpreting work practices
PSPTIS069	Maintain and enhance professional practice
PSPTIS070	Prepare translated transcripts
PSPTIS071	Translate multimedia source material
PSPTIS072	Use translation technology
CHCORG627B	Provide mentoring support to colleagues

Qualification Mapping Information

This qualification supersedes and is not equivalent to PSP61012 Advanced Diploma of Translating.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSP60916 Advanced Diploma of Interpreting (LOTE-English)

Modification History

Release	Comments
1	This qualification was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This qualification supersedes and is not equivalent to PSP61112 Advanced Diploma of Interpreting. • PSP unit codes updated • Imported units updated • Units required to complete qualification increased to 15 • Core units updated • Elective unit list increased and groups added

Qualification Description

This qualification covers the competencies required for independent and self-directed work as an interpreting practitioner. It reflects the skills and knowledge required to interpret from a source language to a target language in complex dialogue and monologue settings where the physical elements of the setting or number of parties involved can challenge the capacity of the interpreter to manage the discourse. The interpreter will require advanced skills in retention and recall and may be required to switch modes.

The Advanced Diploma of Interpreting prepares interpreters for work in all community, business and diplomatic domains, interpreting content that may not easily be predicted or planned for or that may require a high level of subject knowledge, or intense assignment specific preparation.

The community, business and diplomatic domains will include health and welfare, policing and courts, formal immigration hearings, education, the media, commerce, government and international relations, professional sectors such as the law, technology and science, and assignments involving formality, or participants with high status where the consequences of errors in communicative intent can have significant implications.

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Interpreting in this setting typically requires high levels of accuracy and accountability; it is unlikely there will be opportunities for error correction.

No licensing, legislative or certification requirements apply to this qualification at the time of publication.

Additional qualification advice

Where a SITXLAN unit is chosen from Group B for the spoken specialisation, the resultant testamur must be titled: Advanced Diploma of Interpreting (LOTE-English of chosen SITXLAN unit) e.g. Advanced Diploma of Interpreting (Hindi-English).

Where PSPTIS088 is chosen from Group B, the resultant testamur must be titled: Advanced Diploma of Interpreting (LOTE-English), and the following wording may be added: “This qualification was assessed in (language)”.

Where SITXLAN3228 is chosen from Group B, the resultant testamur must be titled: Advanced Diploma of Interpreting (Australian Indigenous languages-English), and the following wording may be added: “This qualification was assessed in (language)”.

Where the Auslan specialisation is undertaken, the resultant testamur must be titled: Advanced Diploma of Interpreting (Auslan-English).

Packaging Rules

15 units of competency are required for this qualification:

- 8 core units
- 7 elective units

The candidate is required to choose either the spoken or Auslan specialisation.

Specialisations

Spoken specialisation:

- 2 units from Group A
- no more than 1 unit from Group B
- 4 elective units

Choose a minimum of 3 electives from the list below.

Choose the remaining 1 elective from the list below, or from elsewhere within this training package, or from another endorsed training package, or from an accredited course.

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Only Auslan users may undertake the Auslan specialisation of this qualification.

Auslan specialisation:

- no more than 1 unit from Group B
- 6 elective units

Choose a minimum of 5 electives from the list below.

Choose the remaining 1 elective from the list below, or from elsewhere within this training package, or from another endorsed training package, or from an accredited course.

All elective units selected from outside this qualification must reflect the occupational and learning outcomes of this AQF qualification level. Seek further advice on selecting imported units of competency in the Implementation Guide.

Elective units selected must not duplicate content already covered by other units in this qualification.

Core units	
PSPTIS100	Apply codes and standards to professional judgement
PSPTIS101	Negotiate translating and interpreting assignments
PSPTIS080	Interpret in complex dialogue settings (LOTE-English)
PSPTIS081	Interpret in complex monologue settings (LOTE-English)
PSPTIS082	Interpret through communication media
PSPTIS083	Manage discourses in complex settings
PSPTIS084	Sight translate (LOTE-English)
PSPTIS085	Use complex subject area terminology in interpreting (LOTE-English)
Elective units	
Group A: Spoken	
PSPTIS086	Use chuchotage (whispered simultaneous) to interpret (LOTE-English)
PSPTIS087	Use note taking to recall and reproduce source messages (LOTE-English)
Group B: LOTE	

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SITXLAN3201	Conduct complex oral communication in a language other than English (Arabic)
SITXLAN3202	Conduct complex oral communication in a language other than English (Indonesian)
SITXLAN3203	Conduct complex oral communication in a language other than English (Cantonese)
SITXLAN3204	Conduct complex oral communication in a language other than English (Dutch)
SITXLAN3205	Conduct complex oral communication in a language other than English (Finnish)
SITXLAN3206	Conduct complex oral communication in a language other than English (French)
SITXLAN3207	Conduct complex oral communication in a language other than English (German)
SITXLAN3208	Conduct complex oral communication in a language other than English (Greek)
SITXLAN3209	Conduct complex oral communication in a language other than English (Hindi)
SITXLAN3210	Conduct complex oral communication in a language other than English (Hungarian)
SITXLAN3211	Conduct complex oral communication in a language other than English (Italian)
SITXLAN3212	Conduct complex oral communication in a language other than English (Japanese)
SITXLAN3213	Conduct complex oral communication in a language other than English (Korean)
SITXLAN3214	Conduct complex oral communication in a language other than English (Malay)
SITXLAN3215	Conduct complex oral communication in a language other than English (Mandarin)
SITXLAN3216	Conduct complex oral communication in a language other than English (Polish)
SITXLAN3217	Conduct complex oral communication in a language other than English

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	(Portuguese)
SITXLAN3218	Conduct complex oral communication in a language other than English (Russian)
SITXLAN3219	Conduct complex oral communication in a language other than English (Serbian)
SITXLAN3220	Conduct complex oral communication in a language other than English (Spanish)
SITXLAN3221	Conduct complex oral communication in a language other than English (Swedish)
SITXLAN3222	Conduct complex oral communication in a language other than English (Swiss German)
SITXLAN3223	Conduct complex oral communication in a language other than English (Taiwanese)
SITXLAN3224	Conduct complex oral communication in a language other than English (Thai)
SITXLAN3225	Conduct complex oral communication in a language other than English (Turkish)
SITXLAN3226	Conduct complex oral communication in a language other than English (Croatian)
SITXLAN3227	Conduct complex oral communication in a language other than English (Bosnian)
SITXLAN3228	Conduct complex oral communication in a language other than English (Australian Indigenous languages)
SITXLAN3229	Conduct complex oral communication in a language other than English (Auslan)
PSPTIS088	Demonstrate complex LOTE proficiency in different subjects and cultural contexts
Group C: General elective units	
PSPTIS002	Build glossaries for translating and interpreting assignments
PSPTIS066	Apply theories to translating and interpreting work practices
PSPTIS069	Maintain and enhance professional practice

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PSPTIS089	Demonstrate complex English proficiency in different subjects and cultural contexts
PSPTIS090	Interpret as part of a team
PSPTIS091	Use complex education terminology in interpreting (LOTE-English)
PSPTIS092	Use complex health terminology in interpreting (LOTE-English)
PSPTIS093	Use complex legal terminology in interpreting (LOTE-English)
CHCORG627B	Provide mentoring support to colleagues

Qualification Mapping Information

This qualification supersedes and is not equivalent to PSP61112 Advanced Diploma of Interpreting.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSP80116 Graduate Certificate in Strategic Procurement

Modification History

Release	Comments
1	This qualification was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This qualification supersedes and is equivalent to PSP80112 Graduate Certificate in Government (Strategic Procurement). • PSP unit codes updated • Imported units updated

Qualification Description

This qualification allows for the attainment of occupational specific competencies for those senior personel responsible for the integration of procurement into organisational policy and direction, and for the evaluation and improvement of procurement functions at an organisational level.

No licensing, legislative or certification requirements apply to this qualification at the time of publication.

Packaging Rules

4 units of competency are required for this qualification:

- 3 core units
- 1 elective unit

Choose 1 elective from the list below.

Core units	
PSPPCM025	Influence and define strategic procurement direction
PSPPCM026	Establish the strategic procurement context

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PSPPCM027	Evaluate and improve strategic procurement performance
Elective units	
PSPETH005	Lead and influence ethical practice in the public sector
PSPMGT014	Undertake enterprise risk management
BSBLDR803	Develop and cultivate collaborative partnerships and relationships
BSBLDR805	Lead and influence change
BSBFIM801	Manage financial resources
BSBINN801	Lead innovative thinking and practice

Qualification Mapping Information

This qualification supersedes and is equivalent to PSP80112 Graduate Certificate in Government (Strategic Procurement).

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSP80216 Graduate Certificate in Radiation Safety

Modification History

Release	Comments
1	This qualification was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This qualification supersedes and is equivalent to PSP80212 Graduate Certificate in Radiation Safety. • PSP unit codes updated • Imported units updated

Qualification Description

This qualification allows for the attainment of occupational specific competencies for those with responsibility as radiation safety officers (RSOs) and is particularly relevant for those whose responsibilities as an RSO form a significant part of their role.

The candidate may work in a department, organisation, division or business unit that provides advice and guidance to others on radiation safety matters and the development and implementation of ionising radiation management plans. They will have responsibility developing and/or sustaining a radiation safety culture and ensuring that all legislative and organisational requirements are met.

No licensing, legislative or certification requirements apply to this qualification at the time of publication.

Packaging Rules

7 units of competency are required for this qualification:

Core units	
PSPRAD004	Consign radioactive material
PSPRAD007	Monitor radiation

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PSPRAD008	Coordinate radiation safety
PSPRAD009	Select, commission and maintain radiation measuring instruments
PSPRAD010	Apply radiation safety knowledge to develop and implement ionising radiation management plans
BSBAUD503	Lead a quality audit
PUAWER009B	Participate as a member of a workplace emergency initial response team

Qualification Mapping Information

This qualification supersedes and is equivalent to PSP80212 Graduate Certificate in Radiation Safety.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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BSBAUD503 Lead a quality audit

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to lead an audit team as it runs a quality audit. It covers conducting entry and exit meetings; identifying and gathering relevant information; managing audit team resources; and providing feedback to audit team members on their performance. The types of quality audit that may be covered by this unit include an external or internal systems audit or process or product/service audit.

It applies to individuals with a well-established theoretical knowledge base of quality auditing, who are proficient in using a wide range of specialised quality auditing and managerial techniques to carry out their own work and to supervise the quality audit team. It is relevant to audits where a lead auditor is responsible for a quality audit team.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Regulation, Licensing and Risk – Quality Auditing

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1 Conduct entry meeting	1.1 Organise entry meeting in advance at a mutually agreed time 1.2 Prepare agenda for audit 1.3 Confirm objectives and scope of audit at entry meeting 1.4 Confirm schedules and logistical arrangements at entry

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ELEMENT	PERFORMANCE CRITERIA
	meeting 1.5 Make changes to plan, schedules and arrangements where required
2 Identify and gather information	2.1 Identify a range of potential sources of information 2.2 Interview appropriate persons 2.3 Gather relevant information and sample documentation
3 Manage audit team resources	3.1 Supervise activities of audit team members 3.2 Assess and review audit team findings in line with audit scope 3.3 Re-assign team members as required 3.4 Instigate contingency actions as required 3.5 Seek and reach agreement on corrective action reports
4 Conduct exit meeting	4.1 Make preparations for exit meeting 4.2 Examine results and findings against audit objectives and present to auditee 4.3 Ensure reporting arrangements are agreed on 4.4 Explain context and consequences of audit and discuss during follow-up
5 Guide team members in continuously improving their performance	5.1 Provide feedback on performance to audit team members 5.2 Encourage and support audit team members to critique their own work 5.3 Provide and document advice for individual improvement

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	3.2, 4.2	• Interprets and analyses information from audit scoping materials
Writing	1.2, 1.5, 5.3	• Develops a range of documents using relevant structure, tone and vocabulary appropriate to audience,

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		context and purpose • Records or amends information and conveys details in accordance with audit objectives
Oral Communication	1.3, 1.4, 2.2, 3.5, 4.2-4.4, 5.1, 5.2, 5.3	• Participates in spoken exchanges using clear language, tone and pace • Uses questioning and listening techniques to clarify requirements
Numeracy	4.2	• Uses mathematical calculations to analyse and arrange numeric information
Interact with others	1.3, 1.4, 2.2, 3.1, 3.3, 4.2-4.4, 5.1, 5.2, 5.3	• Selects the appropriate form, channel and mode of communication for a specific purpose relevant to own role • Recognises the importance of rapport in establishing and building effective working relationships • Collaborates with others to negotiate acceptable outcomes, playing an active role in directing and facilitating effective group interaction
Get the work done	1.1, 1.2, 1.4, 2.1, 2.3, 3.2, 3.3, 3.4, 4.1	• Organises, plans and sequences own workload and schedules work activities of others • Uses a combination of formal, logical planning processes and an increasingly intuitive understanding of context to identify relevant information and evaluate appropriate strategies to achieve objectives • Responds to problems requiring immediate attention, drawing on past experiences to devise solutions • Makes a range of critical and non-critical decisions in relatively complex situations, taking a range of factors into account

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBAUD503 Lead a quality audit	BSBAUD503B Lead a quality audit	Updated to meet Standards for Training Packages	Equivalent unit

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBAUD503 Lead a quality audit

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- identify all objectives, schedules and relevant information prior to commencement of audit
- demonstrate leadership and management of a quality auditing team
- manage the information gathering process by team members, and analysis, synthesis and reporting of the findings
- encourage team members to continuously improve their performance through feedback and self-critique
- use terminology relating to quality auditing in written or oral communications.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- describe quality auditing principles, methods and techniques
- outline the requirements of auditing regulations and standards
- identify current audit practices
- identify software applications relevant to conducting quality auditing activities.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the regulation, licensing and risk – quality auditing field of work and include access to:

- workplace documentation including previous quality audit reports
- checklists
- risk management and audit plans.

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Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBCRT301 Develop and extend critical and creative thinking skills

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes skills and knowledge required to develop the habit of thinking in a more creative way through looking at things differently, musing, testing, experimenting and challenging existing thought patterns.

It applies to individuals who need to develop and extend their critical and creative thinking skills to different issues and situations and have a range of problem solving, evaluation and analysis skills.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Unit Sector

Creativity and Innovation – Creative Thinking

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1 Develop a questioning mindset	1.1 Develop the habit of asking questions from different perspectives 1.2 Take responsibility for exploring a variety of information sources to provide relevant answers to own questions 1.3 Sort through information and ideas to identify the central questions, issues and challenges

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ELEMENT	PERFORMANCE CRITERIA
	1.4 Challenge preconceptions and assumptions to determine actual constraints in defining a problem for resolution
2 Generate ideas and responses	2.1 Explore and use a range of creative thinking techniques to generate ideas and responses 2.2 Muse on, play around with and have fun with ideas in relation to a perceived objective 2.3 Identify and challenge blockers to creative thinking 2.4 Consider and explore realities beyond the current situation 2.5 Evaluate, and where appropriate, challenge existing boundaries to determine perceived or actual constraints 2.6 Show willingness to take risks with ideas and thought processes 2.7 Look around in familiar and unfamiliar places for new inspiration and habitually record observations, experiences, ideas and reflective thoughts to broaden personal knowledge base 2.8 Acknowledge and accept the opportunity for revelation when least expected 2.9 Identify connections and associations from things that seem unconnected
3 Challenge, test and re invent ideas	3.1 Identify, interrogate and challenge the assumptions behind ideas 3.2 Experiment with variations, and explore and challenge a range of different solutions and ideas 3.3 Consciously change perspectives, and evaluate ideas and situations in new ways 3.4 Where appropriate, involve others in ideas and how they might change or be improved
4 Enhance creative thinking skills	4.1 Consciously challenge and question own thought patterns and ways of responding to work and life situations 4.2 Identify and take opportunities to self-assess and to learn about new ideas and different ways of thinking 4.3 Take opportunities to practise and experiment with creative thinking techniques across work and life situations 4.4 Pro-actively talk to others about ways that new ideas and patterns of thinking can be encouraged and developed

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Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Learning	1.2, 2.7, 4.2	• Uses questioning as a strategy to expand knowledge • Reflects on existing thinking and current practices to generate new ideas
Reading	1.2, 1.3	• Comprehends textual information and integrates ideas and concepts from various sources
Writing	2.7	• Takes notes on observations, experiences and thoughts
Oral Communication	3.4, 4.4	• Participates in a verbal exchange of ideas and elicits the view and opinions of others by listening and questioning
Interact with others	3.4, 4.4	• Collaborates with others to test, strengthen and explore new ideas and different ways of thinking
Get the work done	1.2, 1.3, 1.4, 2.1, 2.2, 2.3, 2.4, 2.5, 2.6, 3.2, 4.2, 4.3	• Uses analytical techniques to identify issues and evaluate options • Contributes to the design of new approaches within the immediate work environment • Understands and applies some basic principles of analytical and lateral thinking to identify and select ideas

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
BSBCRT301 Develop and extend critical and creative thinking skills	BSBCRT301A Develop and extend critical and creative thinking skills	Updated to meet Standards for Training Packages	Equivalent unit

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBCRT301 Develop and extend critical and creative thinking skills

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- ask relevant questions to challenge and enhance creative thinking
- use various information sources to provide answers to own questions
- use a range of creative thinking techniques to generate ideas or responses to questions or issues
- record ideas in response to a predetermined issue or situation.

Note: if a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- explain why it is important to consider different perspectives when asking questions
- list and describe different creative thinking techniques
- describe common blockers to creative thinking,
- explain boundaries that need to be considered when generating ideas and responses
- describe ways of extending and developing individual creative thinking skills.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the creativity and innovation – critical thinking field of work and include access to specific challenges and situations to which creative thinking may be applied.

Assessors must satisfy NVR/AQTF assessor requirements.

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Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBDIV301 Work effectively with diversity

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to recognise and interact productively with diversity in the workplace. It covers sensitive responses to, and interactions with, all manner of diversity that might be encountered during the course of work.

It applies to individuals who work in a variety of contexts where they will be expected to interact with a diverse client and/or co-worker population. They may also provide some leadership and guidance to others and have some limited responsibility for the output of others.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Workforce Development – Diversity

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1 Recognise individual differences and respond appropriately	1.1 Recognise and respect individual differences in colleagues, clients and customers 1.2 Respond to differences sensitively 1.3 Ensure behaviour is consistent with legislative requirements and enterprise guidelines 1.4 Accommodate diversity using appropriate verbal and non-verbal

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ELEMENT	PERFORMANCE CRITERIA
	communication
2 Work effectively with individual differences	2.1 Recognise and document knowledge, skills and experience of others in relation to team objectives 2.2 Encourage colleagues to utilise and share their specific qualities, skills or backgrounds with other team members and clients in order to enhance work outcomes 2.3 Ensure relations with customers and clients demonstrate that diversity is valued by the business

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.3, 2.1	• Comprehends textual information to determine regulatory requirements and adhere to internal policies
Writing	1.4, 2.1	• Records key information related to the outcomes of the job, using appropriate vocabulary and style • Varies writing style to meet requirements of audience and purpose
Oral Communication	1.2, 1.3, 1.4, 2.2, 2.3	• Uses appropriate tone, speech and pace in verbal interactions • Selects vocabulary appropriate to the audience
Navigate the world of work	1.3	• Complies with legislative requirements and explicit policies and procedures
Interact with others	1.1, 1.2, 1.4, 2.1-2.3	• Identifies and takes steps to follow accepted communication practices and protocols • Contributes to work group activities using accepted conventions • Recognises common cultural and other differences of people in the work context and makes adjustments to respect and accommodate these differences
Get the work done	2.1	• Plans and implements routine tasks according to directions

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Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
BSBDIV301 Work effectively with diversity	BSBDIV301A Work effectively with diversity	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBDIV301 Work effectively with diversity

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- adjust language and behaviour as required by interactions with diversity
- identify and respect individual differences in colleagues, clients and customers
- apply relevant regulations, standards and codes of practice.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- identify major groups in the workplace and community, as defined by cultural, religious and other traditions and practices
- identify reasonable adjustments that facilitate participation by people with a disability
- explain the value of diversity to the economy and society in terms of:
  - workforce development
  - Australia's place in the global economy
  - innovation
  - social justice.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the workforce development – diversity field of work and include access to:

- office equipment and resources
- examples of regulations, standards and codes of practice working with diversity

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- examples of workplace diversity issues
- case studies and, where possible, real situations
- examples of workplace diversity policies and procedures
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBEMS403 Develop and provide employment management services to candidates

Modification History

Release	Comments
Release 2	This version released with BSB Business Services Training Package Version 2.0. Version created to clarify assessment conditions
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to provide employment services to candidates that assist in the retention and management of candidates by the organisation.

It applies to individuals working in an assistant capacity in either a public or private employment services agency.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Unit Sector

Workforce Development – Recruitment and Employment Services

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1 Develop strategies for retention of candidates	1.1 Analyse current candidate information 1.2 Identify candidate and legislative requirements

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ELEMENT	PERFORMANCE CRITERIA
	1.3 Identify a range of strategies to meet candidate and legislative requirements 1.4 Evaluate and assess products and services for candidates 1.5 Establish and implement methods of monitoring candidate retention
2 Provide advice and support to candidates	2.1 Provide services including résumé counselling and preparation 2.2 Provide career advice and counselling to candidates 2.3 Undertake candidate induction in accordance with client requirements, organisational policy and Work Health and Safety (WHS) compliance requirements 2.4 Provide advice and information on legislative industrial relations matters, WHS and employment issues to candidates
3 Provide training solutions to candidates	3.1 Identify and document candidates' training needs, including WHS 3.2 Undertake research to identify suitable training programs available to address candidates' identified training need 3.3 Provide advice to candidates on training options available 3.4 Provide relevant internal training to meet candidate requirements if required, in accordance with organisational policies and legislative requirements 3.5 Access relevant external training to meet candidates' requirements if required, in accordance with organisational policies and legislative requirements 3.6 Review implementation of client training plan with client to ensure needs are met
4 Develop strategies for ongoing management of candidates	4.1 Establish monitoring strategies to determine issues in service delivery to candidates 4.2 Provide post placement support to candidates 4.3 Develop strategies to evaluate the effectiveness of the employment management services 4.4 Develop and document recommendations to improve management services 4.5 Modify and/or expand management services as appropriate to incorporate recommendations

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Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1-1.4, 2.1, 2.3, 2.4, 3.1, 3.2, 3.4-3.6	• Interprets and analyses textual information including legislative requirements from a range of sources
Writing	3.1, 3.4, 4.3, 4.4	• Prepares concise notes based on information sourced during research • Produces reports and other business communication for a range of contexts and audiences using relevant language, tone and structure
Oral Communication	2.1-2.4, 3.3, 3.4, 4.2	• Participates in a range of verbal exchanges using clear and detailed language and appropriate tone to provide information and training • Asks questions and listens carefully to gather, interpret or evaluate information
Navigate the world of work	2.3, 2.4, 3.1, 3.4, 3.5	• Adheres to legal responsibilities and organisational policies and procedures relevant to own work • Understands the nature and purpose of own role and associated responsibilities
Interact with others	2.1-2.4, 3.3, 3.4, 4.2	• Selects and uses appropriate conventions and protocols when communicating with candidates • Participates in conversations relevant to role responding, explaining and supporting as required
Get the work done	1.1-1.5, 2.1, 2. 3, 3.1, 3.2, 4.1, 4.2	• Takes responsibility for planning and implementing tasks for efficient and effective outcomes • Uses systematic, analytical processes to evaluate current practices and recommend improvements

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
BSBEMS403 Develop and provide employment management services	BSBEMS403 Develop and provide employment management services	Updated to clarify assessment conditions	Equivalent unit

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Code and title current version	Code and title previous version	Comments	Equivalence status
to candidates Release 2	to candidates Release 1		

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBEMS403 Develop and provide employment management services to candidates

Modification History

Release	Comments
Release 2	This version released with BSB Business Services Training Package Version 2.0 Version created to clarify assessment conditions
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- produce a written report about:
  - retention development strategies
  - training and support options for candidates in accordance with legislative and organisational requirements
- communicate effectively with candidates for training, induction and professional development purposes
- identify improvements for future management services.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- describe the key provisions of relevant legislation, regulations, standards and codes of practice that affect employment agencies
- summarise important policies and procedures relevant to retaining and managing an organisation's candidate base
- describe the range of organisational products and services supplied to clients by employment agencies
- identify and describe a range of training options and solutions for candidates

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- identify and describe a range of techniques used in training, coaching and mentoring candidates.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the workforce development – recruitment and employment services field of work and include access to:

- office equipment and resources
- examples of workplace documents used in employment services agencies.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBFIM801 Manage financial resources

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to manage financial resources in a complex environment for a substantial business unit or organisation.

Leaders are typically required to forecast future financial resource needs, analyse current asset performance and capacity to a standard expected in a commercial environment, and to set business targets. There is a requirement to manage compliance mechanisms, to manage financial risk within agreed plans and mechanisms, and to monitor compliance with financial projections.

It applies to the management of financial resources relating to complex and diverse operations or projects and is an important aspect of work for managers or leaders.

It may relate equally to small-scale activities within a small to medium-sized organisation or a significant activity in a large organisation.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Finance – Financial Management

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*

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ELEMENT	PERFORMANCE CRITERIA
1 Forecast future financial resource needs	1.1 Establish and report on the capacity of existing financial systems 1.2 Forecast financial data and business system requirements 1.3 Analyse forecasted requirements 1.4 Prepare and plan budget forecasts according to organisational and statutory requirements 1.5 Prepare and present recommendations for budget expenditure or for modification of existing projections
2 Analyse current asset performance and capacity	2.1 Analyse the costs of, and returns from, assets and liabilities using standard accounting techniques to identify extent of debt and equity financing 2.2 Establish management responsibilities and legal requirements for reporting, in consultation with relevant organisational staff 2.3 Analyse and interpret financial reports and key information 2.4 Analyse and evaluate the effects of financial decisions on the ability of the organisation to meet planned outcomes
3 Set business targets and compliance mechanisms	3.1 Collect comparative and trend information and confirm needs for future budget and associated resources 3.2 Complete negotiations to secure resources in accordance with relevant short-term and long-term needs 3.3 Allocate resources against the budget to maximise organisation’s performance 3.4 Maintain accurate and up-to-date records of resource allocation and usage according to organisational and legislative requirements 3.5 Develop and review management systems which enable timely collection, management and processing of information 3.6 Complete and accurately report records of budget performance and expenditure according to organisational procedures and statutory requirements 3.7 Evaluate and improve budget audit mechanisms and compliance requirements as required
4 Manage financial risk	4.1 Identify and analyse financial risk factors 4.2 Document and manage financial risks according to organisational policies and procedures 4.3 Implement procedures to regularly review financial risk management activities

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ELEMENT	PERFORMANCE CRITERIA
5 Monitor compliance with financial projections	5.1 Identify deviations from budgets that generate an adverse effect on budget objectives 5.2 Promptly develop action plans to remedy significant deviations from budget objectives and projections 5.3 Monitor and review financial documentation against organisational objectives 5.4 Revise and renew budget priorities to meet operational contingencies and risk management 5.5 Manage costs to targets set in the budget

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1, 1.3, 1.4, 2.1, 2.3, 2.4, 3.1, 3.4-3.7, 4.1-4.3, 5.1-5.3	• Identifies, analyses and evaluates complex text from a variety of sources to determine business requirements
Writing	1.1, 1.2, 1.4, 1.5, 2.2, 3.1, 3.4-3.6, 4.2, 5.2-5.4	• Records data accurately using relevant format, style and language suited to context and audience • Prepares specific information which clearly conveys an understanding of outcomes and uses terminology appropriate to present to relevant personnel
Oral Communication	1.5, 2.2, 3.2	• Articulates information concisely using appropriate terminology, tone and style • Uses questioning and listening techniques to exchange and clarify information
Numeracy	1.1-1.5, 2.1, 2.3, 2.4, 3.1, 3.3, 3.4, 3.6, 3.7, 4.1, 5.1, 5.3, 5.5	• Collects, records, analyses and adjusts numerical data using appropriate methods
Navigate the world of work	1.4, 2.2, 3.4, 3.6, 5.3, 5.4	• Recognises, understands and applies applicable legislation, industry standards and organisational policies and procedures in the conduct of own work
Interact with others	1.5, 2.2, 3.2, 3.6	• Tailors communication to achieve its purpose, demonstrating an understanding of the needs, interests,

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		issues and priorities of each audience • Collaborates and negotiates with others to achieve joint outcomes, playing an active role in facilitating effective group interaction and influencing direction
Get the work done	1.1-1.4, 2.1, 2.4, 3.1, 3.3, 3.5, 3.7, 4.1, 4.3, 5.1, 5.3, 5.4	• Uses logical processes in planning, implementing and evaluating complex tasks to achieve stated goals • Identifies problems, establishes the causes and applies analytical processes to formulate a course of action and criteria in addressing issues • Takes responsibility for high impact decisions in complex situations involving many variables and constraints • Defines benefits, costs, risks and feasibility from a broad range of perspectives and may think laterally to redesign aspects to address potential issues

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBFIM801 Manage financial resources	BSBFIM701A Manage financial resources	Updated to meet Standards for Training Packages Recoded to meet AQF Standards	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBFIM801 Manage financial resources

Modification History

Release	Comments
Release 1	This version first released with Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- prepare a comprehensive financial plan according to organisational and legislative requirements
- monitor and manage financial resources over a full planning-cycle including setting targets, managing risks and improving compliance mechanisms
- effectively communicate financial reports and operational execution
- revise forecast according to changes in budget deviations.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- explain the principles of accounting, financial statements and cash flow
- clarify best-practice communication processes and methods
- summarise compliance requirements, including relevant legislative responsibilities
- explain the cost of capital, capital structure and working capital
- identify finance and investment decisions
- describe the goal of financial resource management
- describe the principles of finance relevant to the organisation’s operations
- explain risk and return.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the financial management field of work and include access to:

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- office equipment and resources
- samples of workplace documentation, including contractual and procurement policies
- financial data and documentation
- case studies and, where possible, real situations.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBHRM404 Review human resource functions

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to undertake research that supports work across a range of human resource functional areas.

It applies to individuals who require a broad understanding of human resource functions, associated policy frameworks and the administrative requirements to support these functions and policies.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Workforce Development – Human Resource Management

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1 Research human resources functions	1.1 Review business strategy and human resource strategy, clarify human resource issues for review, and document scope of review 1.2 Identify local, state or territory, national and international human resource networks for human resource professionals 1.3 Identify information sources for human resource data and information 1.4 Select a research strategy suitable to the topic and consult with

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ELEMENT	PERFORMANCE CRITERIA
	relevant personnel 1.5 Undertake research and review research findings
2 Review policy and procedures frameworks	2.1 Locate policies and procedures relevant to the organisation 2.2 Analyse strengths and weaknesses of policies and procedures 2.3 Consider legislation, regulations and standards that apply to the policies and procedures and the organisation 2.4 Identify sustainability issues that relate to human resource functions
3 Apply ethical framework	3.1 Review ethical requirements associated with the human resource function under review 3.2 Consider ethical obligations of human resource personnel working in the area under review 3.3 Document behaviours associated with working ethically in the area under review
4 Analyse human resource metrics	4.1 Select appropriate technology to gather workforce data and information to review human resource functions 4.2 Identify sources of workforce data 4.3 Collate and analyse data and establish key trends and critical information
5 Report research outcomes	5.1 Identify options for change suited to the organisation's culture, and any possible change barriers 5.2 Collate, analyse and document key findings of the review 5.3 Write report on outcomes of research 5.4 Develop recommendations for change

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1-1.5, 2.1- 2.3, 3.1, 4.1, 4.3	• Critically evaluates and applies content from a range of structurally complex texts

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Writing	1.1, 3.3, 4.3, 5.2-5.4	• Develops a range of documentation using tone, structure and language suited to context and audience
Oral Communication	1.1, 1.4	• Asks questions to gather information and listens carefully to evaluate information • Uses appropriate vocabulary and tone in consultation process
Navigate the world of work	2.1-2.3, 3.1, 3.2	• Takes personal responsibility for following explicit and implicit policies, procedures and legislative requirements
Interact with others	1.4	• Selects and uses appropriate conventions and protocols when communicating with relevant personnel • Forms connections with others who can contribute to effective work outcomes
Get the work done	1.2-1.5, 2.1, 2.2, 2.4, 3.1, 4.1, 4.2, 5.1	• Takes responsibility for planning, sequencing and prioritising tasks and own workload for efficiency and effective outcomes • Makes routine decisions and implements standard procedures for routine tasks, using formal decision-making processes for more complex and non-routine situations • Contributes to continuous improvement of current work practices by applying basic principles of analytical and lateral thinking • Uses the main features and functions of digital tools to complete work tasks and access information

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBHRM404 Review human resource functions	BSBHRM404A Review human resources functions	Updated to meet Standards for Training Packages Minor change to unit title	Equivalent unit

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Links

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Assessment Requirements for BSBHRM404 Review human resource functions

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- prepare reports reviewing key human resource functions applying all ethical, organisational and legislative considerations
- use appropriate technology to collect and analyse workforce data.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- identify the key provisions of legal and compliance requirements that apply to the organisation
- summarise relevant organisational policy and procedure frameworks
- summarise relevant ethical parameters
- explain how information technology can help analyse human resource metrics
- outline the roles and responsibilities of human resource practitioners.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the workforce development – human resource development field of work and include access to:

- business and human resource strategies
- human resource policies and procedures, including ethical framework
- relevant legislation, regulations and codes of practice
- workforce data
- business technology

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- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBHRM405 Support the recruitment, selection and induction of staff

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to execute tasks associated with the recruitment cycle and apply in-depth knowledge of the work of the organisation, and how recruitment and selection practices fit with other human resources functions.

This unit applies to individuals who support recruitment, selection and induction functions under the direction of a human resource manager.

No licensing, legislative, or certification requirements apply to this unit at the time of publication.

Unit Sector

Workforce Development – Human Resource Management

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1 Plan for recruitment	1.1 Obtain approval to fill position, clarify time lines and requirement for appointment 1.2 Assist in preparing job descriptions that accurately reflect the role requirements, according to organisational policies and procedures, legislation, codes, national standards and work health and safety (WHS) considerations 1.3 Consult with relevant personnel about job descriptions and

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ELEMENT	PERFORMANCE CRITERIA
	workforce strategy 1.4 Assist in ensuring that job descriptions comply with legislative requirements and reflect the organisation's requirements for a diverse workforce 1.5 Obtain approvals to advertise position
2 Plan for selection	2.1 Choose appropriate channels and technology to advertise vacancies and/or identify potential talent pool 2.2 Advertise vacancies for staffing requirements according to organisational policies and procedures 2.3 Consult with relevant personnel to convene selection panel and develop interview questions 2.4 Assist in ensuring that interview questions comply with legislative requirements 2.5 Assist in short-listing applicants 2.6 Schedule interviews and advise relevant people of times, dates and venues
3 Support selection process	3.1 Participate in interview process and assess candidates against agreed selection criteria 3.2 Discuss assessment with other selection panel members 3.3 Correct biases and deviations from agreed procedures and negotiate for preferred candidate 3.4 Contact referees for referee reports 3.5 Prepare selection report and make recommendations to senior personnel for appointment 3.6 Advise unsuccessful candidates of outcomes and respond to any queries 3.7 Secure preferred candidate's agreement 3.8 Complete necessary documentation according to organisational procedures, observing confidentiality and privacy requirements
4 Induct successful candidate	4.1 Provide successful candidate with employment contract and other documentation 4.2 Advise manager and work team of new appointment 4.3 Advise managers and staff of candidate's starting date and make necessary administrative arrangements for pay and employee record keeping 4.4 Arrange successful candidate's induction according to

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ELEMENT	PERFORMANCE CRITERIA
	organisational policy

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.2, 1.4, 2.4, 2.5	• Synthesises ideas, concepts and specific information from workplace and regulatory texts to inform development of workplace documents • Evaluates information to make judgements
Writing	1.1, 1.2, 1.5, 2.2, 3.5, 3.6, 3.8, 4.2, 4.3	• Produces a range of text types using specific information, workplace conventions and templates
Oral communication	1.1, 1.3, 1.5, 2.3, 2.5, 3.1-3.5. 3.7	• Asks questions and listens carefully to gather, interpret or evaluate information • Uses appropriate vocabulary to present ideas or persuasive arguments
Navigate the world of work	1.2, 1.4, 2.4, 3.3, 3.8, 4.1, 4.4	• Applies workplace protocols, legislation or regulations relevant to own responsibilities
Interact with others	1.3, 2.3, 3.2, 3.3	• Selects and uses appropriate conventions and protocols when communicating with personnel, candidates or referees • Participates in conversations relevant to role responding, explaining, negotiating and persuading as required
Get the work done	2.1, 2.3, 2.6, 4.1, 4.3, 4.4	• Selects and uses digital technology to access, enter, store and retrieve information in accordance with security requirements • Takes responsibility for planning and implementing tasks for efficient and effective outcomes

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Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
BSBHRM405 Support the recruitment, selection and induction of staff	BSBHRM405A Support the recruitment, selection and induction of staff	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBHRM405 Support the recruitment, selection and induction of staff

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- prepare job descriptions
- use job descriptions to support sourcing, selecting and appointing suitable staff
- use different advertising channels to promote vacancies and/or establish a potential talent pool
- consult with managers to gain approvals
- develop selection criteria and interview questions in consultation with relevant personnel
- schedule interviews and advise relevant people of times, dates and venues
- participate in interviews and other selection techniques including assessing candidates against selection criteria to short list them
- obtain referees' reports
- prepare and distribute a selection report including feedback to give unsuccessful candidates
- advise unsuccessful candidates of the results
- secure preferred candidate’s agreement and provide an employment contract
- advise other staff of the successful candidate and arrange induction.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- identify documentation required for recruitment, selection and induction
- explain human resources life cycle and the place of recruitment and selection
- identify legislation relevant to recruitment, selection and induction of staff
- describe channels and technology to advertise vacancies

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- explain a range of interviewing techniques and other selection processes and their application.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the workforce development – human resource development field of work and include access to:

- workplace policies and procedures
- business technology
- position descriptions
- legislation, regulations, Codes and Standards relevant to staff recruitment, selection and induction
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBINM202 Handle mail

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to receive and distribute incoming mail, and to collect and despatch outgoing mail.

It applies to individuals who perform a range of routine tasks in the workplace, using a limited range of practical skills and knowledge of mail handling under direct supervision or with limited individual responsibility.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Knowledge Management – Information Management

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1 Receive and distribute incoming mail	1.1 Ensure incoming mail is checked and registered in accordance with organisational policies and procedures 1.2 Identify titles and locations of company personnel and departments 1.3 Identify and distribute urgent and confidential mail in accordance with organisational requirements 1.4 Sort and deliver mail to nominated person/location in

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ELEMENT	PERFORMANCE CRITERIA
	accordance with organisational requirements 1.5 Record and/or report damaged, suspicious or missing items and take appropriate action in accordance with organisational policies and procedures
2 Collect and despatch outgoing mail	2.1 Collect, check and sort outgoing mail to ensure all items are correctly prepared for despatch in accordance with organisational policies and procedures 2.2 Record and process outgoing mail for despatch in accordance with organisational requirements 2.3 Despatch mail to meet designated timelines
3 Organise urgent and same day deliveries	3.1 Evaluate delivery options and select best option 3.2 Prepare items for urgent delivery in accordance with organisational requirements and carrier specifications 3.3 Organise lodgement or pick-up of emergency deliveries and follow up if necessary

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1-1.5, 2.1, 2.2, 3.2, 3.3	• Recognises and interprets textual information to complete tasks according to organisational requirements
Writing	1.5, 2.2, 3.2, 3.3	• Records simple and routine information using an established format and workplace-specific vocabulary
Oral Communication	1.4, 1.5, 3.3	• Uses questions to clarify and confirm instructions, listens to directions and clearly articulates requirements
Numeracy	1.5, 2.1-2.3, 3.2, 3.3	• Recognises basic mathematical data to verify weight, addresses and registered numbers • Performs basic calculations needed to estimate time for a variety of mail despatches
Navigate the world of work	1.1, 1.3-1.5, 2.1, 2.2, 3.2	• Recognises organisational expectations and follows explicit protocols, policies and procedures

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Interact with others	1.4, 1.5	• Identifies and responds effectively to information associated with job role using appropriate language • Follows accepted communication practices and protocols in performance of tasks
Get the work done	1.2-1.5, 2.1-2.3, 3.1-3.3	• Follows clear instructions within defined level of responsibility • Makes low-impact decisions around clearly defined tasks • Responds to predictable routine problems and implements standard procedures or logical solutions • Uses organisational systems to enter and retrieve data

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBINM202 Handle mail	BSBINM202A Handle mail	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBINM202 Handle mail

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- work with a variety of incoming and outgoing mail
- engage mail carriers' to organisational requirements
- apply relevant legislation to handling mail.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- outline the Australian postal codes system
- explain key provisions of relevant legislation, regulations, standards and codes of practice that may affect mail handling
- describe organisational policies and procedures specific to handling electronic mail procedural requirements for receiving/despatching and prioritising correspondence
- list the range of mail services available.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the knowledge management – information management field of work and include access to:

- office equipment and resources
- examples of correspondence and parcels for sorting and despatch.

Assessors must satisfy NVR/AQTF assessor requirement

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBINN801 Lead innovative thinking and practice

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to generate, lead and sustain innovative organisational thinking and practice.

It applies to individuals who initiate and lead innovation in any industry or community context. Each organisation's thinking and practice will be different depending on its core business, purpose, size, complexity and broader operating context.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Unit Sector

Creativity and Innovation – Innovation

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1 Generate innovative thinking and creativity	1.1 Research and use a range of techniques and tools to generate new ideas and thinking 1.2 Research and analyse trends shaping organisation's current and future thinking and practice 1.3 Introduce and promote creative thinking techniques to foster personal and team innovation 1.4 Evaluate overall context for individual and collective

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ELEMENT	PERFORMANCE CRITERIA
	innovative thinking and creativity 1.5 Research and analyse specific conditions for innovation and issues that impact on individual and collective innovative thinking and creativity 1.6 Research and review innovation drivers and enablers
2 Lead innovative practices	2.1 Develop personal leadership style to model positive innovative thinking and practice 2.2 Review, challenge and refine own style and practice in relation to modelling and supporting innovation 2.3 Assess and determine the requirements to promote sustainable innovative activity for the operational context and people involved 2.4 Devise and implement most appropriate means to promote knowledge transfer 2.5 Identify, evaluate and manage risks associated with innovation within an organisation
3 Generate and support a culture of innovation	3.1 Introduce and promote innovative practices, processes, products or services appropriate to audience and organisational requirements 3.2 Establish ways to capture, communicate and share innovative ideas and practices 3.3 Initiate and foster communication, consultation and team development approaches that support innovation 3.4 Identify, assess and provide adequate resources for innovation to occur 3.5 Develop and apply strategies to foster a workplace culture capable of encouraging innovation 3.6 Establish mechanisms at system and process level that can support innovation
4 Sustain innovative thinking and practice	4.1 Develop strategies to make innovation an integral part of organisational activity 4.2 Develop and monitor processes to ensure ongoing awareness of individual and collective contributions to innovative thinking and practice 4.3 Analyse potential barriers and risks to innovation and devise strategies to respond 4.4 Analyse and reflect on innovation performance as a basis for developing strategies for improvement

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Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Learning	2.1, 2.2, 4.4	• Evaluates and reflects on personal effectiveness to develop strategies to enhance own performance
Reading	1.1, 1.2, 1.5, 1.6	• Identifies, analyses, interprets and evaluates visual and textual information from a range of sources to identify innovation strategies, practices and trends
Writing	1.1, 1.2, 1.5, 1.6, 3.2	• Uses clear and precise language to document research findings for reference purposes • Develops complex plans, strategies and systems to integrate innovation into the organisation using appropriate formats for the audience and purpose
Oral Communication	1.3, 3.2, 3.3, 3.5	• Discusses, presents and seeks information using appropriate structure and language for the particular audience • Uses questioning and active listening to encourage discussion and to clarify or confirm understanding
Numeracy	1.1, 1.2, 1.5, 1.6, 3.2	• Interprets, analyses and presents numeric/financial information in complex documents
Navigate the world of work	2.1, 2.2, 2.3, 2.5, 3.1, 3.5, 4.1	• Understands how own role meshes with others and contributes to broader work goals • Leads in the development of strategies to integrate innovative practices into the organisation
Interact with others	1.3, 3.2, 3.3, 3.5	• Uses a variety of relevant communication tools and strategies to build and maintain effective working relationships • Uses inclusive and collaborative techniques to communicate, negotiate and consult effectively with a range of stakeholders • Actively seeks the perspectives of others as part of work role
Get the work done	1.1,1.2, 1.3-1.6, 2.3-2.5, 3.2-3.6, 4.1-4.4	• Plans, develops, implements and monitors practical strategies to introduce and support innovation in the workplace • Develops new and innovative ideas through exploration, evaluation, analysis and critical thinking

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		• Uses formal analytical and lateral thinking techniques to identify issues, generate and evaluate possible solutions, and select most appropriate option

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBINN801 Lead innovative thinking and practice	BSBINN801A Lead innovative thinking and practice	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBINN801 Lead innovative thinking and practice

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- use various techniques and tools to stimulate creative or innovative thinking
- research, review and critically analyse trends in thinking and emerging practices as they relate to an organisation's current thinking and practices
- develop own capacity to lead innovative thinking and practice in an organisational context
- complete a workplace project or case study to demonstrate a comprehensive understanding and application of key concepts, current theories and processes for introducing, communicating, promoting, supporting and sustaining innovative thinking and practices in an organisational context.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- compare and contrast current and past theories and thinking about innovation
- explain how theory and thinking on innovation and creativity can contribute to applied practice
- discuss the impact of leadership style on innovation in organisations, including how specific approaches may encourage or inhibit innovation
- discuss the relevance of organisational and industry context on innovation
- analyse the internal and external conditions or factors that impact on organisational innovation
- outline strategies for identifying, assessing and managing risks associated with innovation
- provide examples of innovation drivers in an organisation
- provide examples of innovation enablers in an organisation

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- list and describe mechanisms at system or process level that can support innovative practices
- discuss typical challenges and barriers to innovation within an organisation and ways of overcoming these challenges and barriers.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the creativity and innovation field of work and include access to:

- workplace documentation and resources
- office equipment and materials
- case studies or, where available, real situations
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBITU201 Produce simple word processed documents

Modification History

Release	Comments
Release 2	This version first released with BSB Business Services Training Package Version 2.0. Version created to correct typographical error
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to correctly operate word processing applications in production of workplace documents.

It applies to individuals who perform a range of routine tasks in the workplace, using a limited range of practical skills and fundamental knowledge of word processing and software in a defined context, under direct supervision or with limited individual responsibility.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Information and Communications Technology – IT Use

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare to produce documents	1.1 Use safe work practices to ensure ergonomic, work organisation, energy and resource conservation requirements are met

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ELEMENT	PERFORMANCE CRITERIA
	1.2 Identify document purpose, audience and presentation requirements, and clarify with relevant personnel as required 1.3 Identify organisational and task requirements for document layout and design
2. Produce documents	2.1 Format document using appropriate software functions to adjust page layout to meet information requirements, in accordance with organisational style and presentation requirements 2.2 Use system features to identify and manipulate screen display options and controls 2.3 Use manuals, user documentation and online help to overcome problems with document presentation and production
3. Finalise documents	3.1 Ensure final document is previewed, checked, adjusted and printed in accordance with organisational and task requirements 3.2 Ensure document is prepared within designated timelines and organisational requirements 3.3 Name and store document in accordance with organisational requirements and exit application without information loss/damage

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.2, 1.3, 2.1, 2.3, 3.1, 3.3	• Recognises textual information within organisational and task requirements to determine work requirements
Writing	3.1, 3.3	• Records numerical and textual information in accordance with requirements of task
Oral Communication	1.2	• Participates in a variety of spoken exchanges with relevant personnel in an effort to clarify document purpose, audience and presentation requirements
Navigate the world of work	1.1-1.3, 2.1, 3.1-3.3	• Recognises and follows explicit and implicit protocols and meets expectations associated with own role
Interact with others	1.2	• May seek guidance from more experienced work colleagues

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Get the work done	2.1-2.3, 3.1-3.3	• Understands functions and features of specific computer software and uses these to perform work tasks

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBITU201 Produce simple word processed documents Release 2	BSBITU201 Produce simple word processed documents Release 1	Updated to correct typographical error	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBITU201 Produce simple word processed documents

Modification History

Release	Comments
Release 2	This version released with BSB Business Services Training Package Version 2.0. Version created to correct typographical error
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- produce documents following correct ergonomic, conservation requirements and organisational policies and procedures
- adhere to organisational style manual when formatting documents
- refer to help function and user documentation to rectify document problems
- use system features
- follow designated timelines when preparing documents.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- identify basic formatting styles and their effect on formatting, readability and appearance of documents
- describe purpose, use and function of word processing software
- outline organisational requirements for ergonomics, work periods and breaks, and conservation techniques
- describe what is contained in an organisational style guide.

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Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the information and communications technology – IT use field of work and include access to:

- industry software packages
- computer user information
- relevant legislation and codes of practice
- organisational policies and procedures
- relevant workplace documentation and resources including a style guide and user manuals.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBITU202 Create and use spreadsheets

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to correctly create and use spreadsheets and charts using spreadsheet software.

It applies to individuals who perform a range of routine tasks in the workplace using a limited range of practical skills and fundamental knowledge of creating spreadsheets in a defined context under direct supervision or with limited individual responsibility.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Information and Communications Technology – IT Use

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Select and prepare resources	1.1 Adjust workspace, furniture and equipment to suit own ergonomic, work organisation and work health and safety (WHS) requirements 1.2 Use energy and resource conservation techniques to minimise wastage in accordance with organisational and statutory requirements 1.3 Identify spreadsheet task requirements and clarify with relevant personnel as required

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ELEMENT	PERFORMANCE CRITERIA
2. Create simple spreadsheets	2.1 Ensure data is entered, checked and amended in accordance with organisational and task requirements, to maintain consistency of design and layout 2.2 Format spreadsheet using software functions; to adjust page and cell layout to meet information requirements, in accordance with organisational style and presentation requirements 2.3 Ensure formulae are used and tested to confirm output meets task requirements, in consultation with appropriate personnel as required 2.4 Use manuals, user documentation and online help to overcome problems with spreadsheet design and production
3. Produce simple charts	3.1 Select chart type and design that enables valid representation of numerical data and meets organisational and task requirements 3.2 Create chart using appropriate data range in spreadsheet 3.3 Modify chart type and layout using formatting features
4. Finalise spreadsheets	4.1 Ensure spreadsheet and any accompanying charts are previewed, adjusted and printed in accordance with organisational and task requirements 4.2 Ensure data input meets designated timelines and organisational requirements for speed and accuracy 4.3 Name and store spreadsheet in accordance with organisational requirements and exit application without data loss/damage

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	2.1, 2.4, 4.1, 4.3	• Recognises numerical and textual information within a range of resources to determine and complete work according to requirements
Writing	2.1, 2.3, 3.2, 4.1, 4.3	• Enters and amends routine data into software using a format appropriate to requirements
Oral	1.3, 2.3	• Listens to short and specific instructions and uses questions to clarify understanding

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Communication		• Uses simple mathematical language to confirm and convey requirements
Numeracy	2.1, 2.3, 3.1, 3.2	• Uses basic mathematical skills to create and apply spreadsheet formulae
Navigate the world of work	1.1-1.3, 2.1, 2.2, 3.1, 4.1-4.3	• Recognises, understands and adheres to legislative and organisational requirements in undertaking own work
Interact with others	1.3	• Recognises purpose of various communications directly relevant to own role and clarifies as required
Get the work done	1.3, 2.1-2.4, 3.1-3.3, 4.1-4.3	• Uses key software features and functions in performing specific work tasks

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBITU202 Create and use spreadsheets	BSBITU202A Create and use spreadsheets	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBITU202 Create and use spreadsheets

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- produce documents following correct ergonomic, conservation, organisational and statutory requirements
- consult with appropriate personnel as required
- adhere to organisational style and presentation requirements
- refer to online help function and user documentation to rectify document problems
- create and modify simple charts
- follow designated timelines and ensure high accuracy when preparing documents
- demonstrate ability to prevent data loss and damage.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- demonstrate knowledge of how to format workplace documents
- describe organisational requirements for ergonomic standards, work periods and breaks, and conservation techniques
- outline organisational guidelines on spreadsheet manipulation and processing
- explain purpose and range of use of spreadsheet functions.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the information and communications technology – IT use field of work and include access to:

- industry technology

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- organisational policies and procedures
- relevant legislation
- user manuals
- relevant workplace documentation and resources
- industry software packages.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBLDR402 Lead effective workplace relationships

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit defines skills, knowledge and outcomes required to use leadership to promote team cohesion. It includes motivating, mentoring, coaching and developing the team and forming the bridge between the management of the organisation and team members.

This unit applies to team leaders, supervisors and new or emerging managers where leadership plays a role in developing and maintaining effective workplace relationships. It applies in any industry or community context.

At this level work will normally be carried out within routine and non-routine methods and procedures, which require planning and evaluation and leadership and guidance of others.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Management and Leadership - Leadership

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Collect, analyse and communicate information and ideas	1.1 Collect relevant information from appropriate sources and analyse and share with the work team to improve work performance 1.2 Communicate ideas and information in a manner which is appropriate and sensitive to the cultural and social diversity of the

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ELEMENT	PERFORMANCE CRITERIA
	audience and any specific needs 1.3 Lead consultation processes to encourage employees to contribute to issues related to their work, and promptly relay feedback to the work team in regard to outcomes 1.4 Seek and value contributions from internal and external sources in developing and refining new ideas and approaches 1.5 Implement processes to ensure that issues raised are resolved promptly or referred to relevant personnel as required
2. Develop trust and confidence as leader	2.1 Treat all internal and external contacts with integrity, respect and empathy 2.2 Use the organisation's social, ethical and business standards to develop and maintain effective relationships 2.3 Gain and maintain the trust and confidence of colleagues, customers and suppliers through competent performance 2.4 Adjust interpersonal styles and methods to meet organisation's social and cultural environment 2.5 Lead and encourage other members of the work team to follow examples set according to organisation's policies and procedures
3. Develop and maintain networks and relationships	3.1 Use networks to identify and build relationships 3.2 Use networks and other work relationships to provide identifiable benefits for the team and organisation
4. Manage difficulties into positive outcomes	4.1 Identify and analyse difficulties and take action to rectify the situation within the requirements of the organisation and relevant legislation 4.2 Guide and support colleagues to resolve work difficulties 4.3 Regularly review and improve workplace outcomes in consultation with relevant personnel 4.4 Manage poor work performance within the organisation's processes 4.5 Manage conflict constructively within the organisation's processes

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

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Skill	Performance Criteria	Description
Reading	1.1	• Collects, analyses and evaluates textual information from a range of resources to inform improvement strategies
Oral Communication	1.2, 1.3, 2.4, 2.5, 4.2	• Selects or adjusts communication style to maintain effectiveness of interaction and build and maintain engagement consistent with organisational requirements
Navigate the world of work	2.2, 2.5, 4.1, 4.4, 4.5	• Recognises and follows legislative and organisational requirements relevant to own role
Interact with others	1.1-1.4, 2.1, 2.3, 2.5, 3.1, 3.2, 4.2, 4.5	• Selects and uses appropriate conventions and protocols when communicating with diverse stakeholders • Adapts personal communication style to build trust and positive working relationships and to show respect for the opinions, values and particular needs of others • Plays a lead role in situations requiring effective collaboration, demonstrating conflict resolution skills and ability to engage and motivate others
Get the work done	1.1, 1.5, 4.1, 4.3	• Plans and implements activities and processes to manage and review work performance • Systematically gathers and analyses all relevant information to formulate and evaluate possible solutions to difficulties

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
BSBLDR402 Lead effective workplace relationships	BSBWOR401A Establish effective workplace relationships	Updated to meet Standards for Training Packages Title change Minor edits to clarify intent of performance criteria	Equivalent unit

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBLDR402 Lead effective workplace relationships

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- access and analyse information to achieve planned outcomes
- apply techniques for resolving problems and conflicts and dealing with poor performance within organisational and legislative requirements
- review and improve workplace outcomes in consultation with relevant personnel
- adjust interpersonal style and communications to respond to cultural and social diversity
- apply relationship management and communication skills with a range of people that:
  - demonstrate integrity, respect, empathy and cultural sensitivity and promote trust
  - forge effective relationships with internal and/or external people and help to maintain these networks
  - encourage participation and foster contribution of and respect for ideas and feedback
  - provide support to colleagues to resolve difficulties.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- give examples of how work relationships, and the cultural and social environment, can support or hinder achieving planned outcomes
- explain techniques for developing positive work relationships and building trust and confidence in a team including interpersonal styles, communications, consultation, cultural and social sensitivity, networking
- explain the impact of legislation and organisational policies on workplace relationships
- describe a range of methods and techniques for communicating information and ideas to a range of stakeholders
- outline problems solving methods

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- explain methods to resolve workplace conflict
- explain methods to manage poor work performance
- explain how to monitor, analyse and introduce ways to improve work relationships.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the management and leadership field of work and include access to:

- relevant legislation, regulations, standards and codes
- relevant workplace documentation and resources
- case studies and, where possible, real situations
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBLDR501 Develop and use emotional intelligence

Modification History

Release	Comments
Release 2	This version released with BSB Business Services Training Package Version 2.0. Version created to correct typographical error
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit covers the development and use of emotional intelligence to increase self-awareness, self-management, social awareness and relationship management in the context of the workplace.

It includes identifying the impact of own emotions on others in the workplace, recognising and appreciating the emotional strengths and weaknesses of others, promoting the development of emotional intelligence in others and utilising emotional intelligence to maximise team outcomes.

It applies to managers who identify, analyse, synthesise and act on information from a range of sources and who deal with unpredictable problems. They use initiative and judgement to organise the work of self and others and plan, evaluate and co-ordinate the work of teams.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Management and Leadership - Leadership

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA

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ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Identify the impact of own emotions on others in the workplace	1.1 Identify own emotional strengths and weaknesses 1.2 Identify personal stressors and own emotional states related to the workplace 1.3 Develop awareness of own emotional triggers and use this awareness to enable control emotional responses 1.4 Model workplace behaviours that demonstrate management of emotions 1.5 Use self-reflection and feedback from others to improve development of own emotional intelligence
2. Recognise and appreciate the emotional strengths and weaknesses of others	2.1 Respond to the emotional states of co-workers and assess emotional cues 2.2 Identify the range of cultural expressions of emotions and respond appropriately 2.3 Demonstrate flexibility and adaptability in dealing with others 2.4 Take into account the emotions of others when making decisions
3. Promote the development of emotional intelligence in others	3.1 Provide opportunities for others to express their thoughts and feelings 3.2 Assist others to understand the effect of their behaviour and emotions on others in the workplace 3.3 Encourage the self-management of emotions in others 3.4 Encourage others to develop their own emotional intelligence to build productive relationships and maximise workplace outcomes
4. Utilise emotional intelligence to maximise team outcomes	4.1 Encourage a positive emotional climate in the workplace 4.2 Use the strengths of workgroup members to achieve workplace outcomes

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance	Description

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	Criteria	
Learning	1.5	• Identifies and uses strategies to improve own emotional intelligence
Oral communication	1.4,1.5, 2.1-2.3, 3.2-3.4, 4.1	• Uses appropriate language and nonverbal features to present information and seek feedback • Uses listening and questioning skills to elicit the views of others and to clarify or confirm understanding
Interact with others	1.1-1.5, 2.1- 2.4, 3.2-3.4, 4.1	• Reflects on personal attributes and considers the impact on others and modifies approach to support development • Adapts personal communication style to model behaviours, build trust and positive working relationships and to build understanding of emotional intelligence • Leads a collaborative approach, using inquiring and inclusive techniques, to develop understanding and skills that enhances individuals' emotional intelligence
Get the work done	3.1, 3.2, 4.2	• Leads processes to develop, implement and monitor plans and processes to ensure team engagement and effectiveness

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBLDR501 Develop and use emotional intelligence (Release 2)	BSBLDR501 Develop and use emotional intelligence (Release 1)	Updated to correct typographical error	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBLDR501 Develop and use emotional intelligence

Modification History

Release	Comments
Release 2	This version released with BSB Business Services Training Package Version 2.0. Version created to correct typographical error
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- identify own emotional strengths, weaknesses, stressors, emotional states and triggers through self-reflection and feedback from others
- model behaviours that demonstrate management of emotions
- recognise and respond to the emotional states of others
- promote the development of emotional intelligence in others.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- explain emotional intelligence principles and strategies
- describe the relationship between emotionally effective people and the attainment of business objectives
- explain how to communicate with a diverse workforce which has varying cultural expressions of emotion
- explain the use of emotional intelligence in the context of building workplace relationships.

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Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the management and leadership field of work and include access to:

- relevant workplace documentation and resources
- case studies or, where possible, real situations
- interaction with others.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBLDR803 Develop and cultivate collaborative partnerships and relationships

Modification History

Release	Comments
Release 2	This version first released with BSB Business Services Training Package Version 1.1. Version created to correct mapping table information
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to establish collaborative partnerships and relationships with business and industry stakeholders.

This unit covers communicating to influence others, cultivating new and existing partnerships, establishing positive collaborative relationships, leading the establishment of a partnership program and establishing reporting mechanisms.

It applies to people who use cognitive and creative skills to review, critically analyse, consolidate and synthesise knowledge, in order to generate ideas and provide solutions to complex problems. They use communication skills to demonstrate their understanding of theoretical concepts and to transfer knowledge and ideas to others.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Management and Leadership - Leadership

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA

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ELEMENT	**PERFORMANCE CRITERIA**
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Communicate to influence relevant individuals and stakeholders	1.1 Generate trust, confidence and support from relevant stakeholders by demonstrating a high standard of personal performance and conduct 1.2 Implement communication strategies to represent the organisation positively to media, local community and stakeholders 1.3 Make decisions in consultation with relevant stakeholders and relevant individuals where appropriate 1.4 Use a range of influencing strategies to increase commitment from staff and stakeholders to achieve organisational requirements and to contribute to desired culture 1.5 Undertake selected community and/or professional engagements that project a positive image of the organisation to the broader community and stakeholders
2. Cultivate new and existing partnerships with stakeholders	2.1 Establish outcomes to be achieved from the partnership 2.2 Analyse and apply models for effective consultation and collaboration within partnerships 2.3 Cultivate collaborative communities and partnerships through application of a range of communication solutions 2.4 Forge relationships, collaborative communities or partnerships between organisations
3. Establish positive collaborative relationships	3.1 Establish processes that contribute to the creation and maintenance of a positive culture that embraces collaboration 3.2 Establish processes to resolve conflict in a fair, equitable and collaborative manner 3.3 Organise and allocate work activities in a cost effective and equitable manner with clear, quantifiable and agreed performance standards 3.4 Encourage staff to undertake activities that develop their personal competence and performance 3.5 Empower individuals to develop their own ways of working within agreed boundaries of competence, cultural, diversity and organisational and legal requirements 3.6 Establish indicators and feedback processes that can be used to evaluate the health of the work environment
4. Lead establishment of a	4.1 Identify and address relevant organisational policies and

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ELEMENT	PERFORMANCE CRITERIA
partnership program	procedures in partnership plans 4.2 Identify and incorporate relevant legal requirements into planning 4.3 Form partnerships using collaborative and consultative processes involving public and/or private sector enterprises 4.4 Plan and allocate resource requirements to accomplish a partnership program 4.5 Establish relevant organisational policies and procedures relating to partnerships
5. Establish reporting mechanisms for partnership program	5.1 Establish reporting systems for reporting results against planned partnership outcomes 5.2 Implement reporting systems to map progress against partnership outcomes

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	2.2	• Sources, evaluates and critiques ideas and information from a range of complex texts
Writing	2.1, 3.1, 3.2, 3.6, 4.4, 4.5, 5.1	• Develops texts dealing with complex concepts using specialised and detailed language to convey strategy context and intent and requirements in accordance organisational requirements
Oral Communication	2.3, 3.4, 4.3	• Leads discussions using language and non-verbal features to suit the audience • Uses active listening and questioning to seek the views and opinions of others
Numeracy	3.3	• Selects and uses familiar mathematical techniques to determine costs and benefits associated with strategic resource decisions
Navigate the world of work	3.5, 4.1, 4.2	• Takes a lead role in the development of organisational goals, roles and responsibilities • Leads adherence to organisational policies, procedures and legal requirements and considers own role in terms

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		of its contribution to broader goals of the organisation
Interact with others	1.1, 1.4, 2.3, 2.4, 3.2, 3.4, 4.3	• Plays a lead role in building effective collaboration and trust, demonstrating high level conflict resolution skills and ability to engage and motivate others • Identifies and uses a variety of appropriate conventions and protocols when communicating with colleagues and external stakeholders
Get the work done	1.2, 1.3, 1.5, 2.1, 3.1, 3.3, 3.6, 4.4, 5.2	• Develops flexible plans for complex, high impact activities with strategic implications that involve a diverse range of stakeholders with potentially competing demands • Monitors agreed outcomes and required indicators

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBLDR803 Develop and cultivate collaborative partnerships and relationships	BSBREL701A Develop and cultivate collaborative partnerships and relationships	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBLDR803 Develop and cultivate collaborative partnerships and relationships

Modification History

Release	Comments
Release 2	This version first released with BSB Business Services Training Package Version 1.1. Version created to correct mapping table information
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- demonstrate and model skills and knowledge to foster partnerships, conduct stakeholder consultation and use strategic and personally enhancing communication skills
- develop collaborative approaches to enhance individual, team and organisational outcomes
- initiate and implement partnerships in line with relevant regulatory, employment and organisational requirements.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- outline the legislative and regulatory context of the organisation
- outline the organisation's mission, purpose, values, objectives and strategies
- explain techniques that cultivate collaborative relationships and partnerships
- describe data collection methods
- explain the external context including social, political, economic and technological developments
- explain emotional intelligence and its relationship to individual and team effectiveness
- explain organisational transformation and the management of the stages of change.

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Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the management and leadership field of work and include access to:

- relevant legislation, regulations, standards and codes
- workplace documents including business strategic plans, policies and procedures
- case studies and, where possible, real situations
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBLDR804 Influence and shape diversity management

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to influence and shape the development of organisational culture, structures and processes to maximise the strategic advantages of a diverse workforce. It includes influencing organisational culture, providing strategic direction in diversity management and formulating strategic diversity priorities.

It applies to individuals who use cognitive and creative skills to review, critically analyse, consolidate and synthesise knowledge, in order to generate ideas and provide solutions to complex problems. They use communication skills to demonstrate their understanding of theoretical concepts and to transfer knowledge and ideas to others.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Unit Sector

Management and Leadership - Leadership

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Influence organisational culture	1.1 Adopt a leadership position which reflects understanding of the strategic advantage of diversity to the organisation 1.2 Embed diversity strategies and performance indicators into organisational strategies, policies and senior management performance agreements

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ELEMENT	PERFORMANCE CRITERIA
	1.3 Develop, support and resource initiatives to attract and advance the position of equity groups within the organisation 1.4 Embed diversity education in induction, on-the-job learning and professional development opportunities 1.5 Recruit, develop and deploy staff with a range of attributes that are reflective of a diverse workforce 1.6 Monitor, identify and celebrate organisational culture, working relationships, business outcomes and client feedback for positive diversity achievements
2.Provide strategic direction in diversity management	2.1 Research, analyse and communicate future trends and issues that may impact upon workplace diversity to senior management, business unit and line managers 2.2 Model and promote different leadership styles 2.3 Identify the current and future diversity needs of the organisation and initiate strategies to address gaps 2.4 Keep key stakeholders informed, in a manner suited to their needs, of what constitutes good practice in the area of diversity management and its potential impact on the organisation.
3.Formulate strategic diversity priorities for the organisation	3.1 Formulate strategic priorities in consultation with key stakeholders in the organisation and the community, and set out a shared vision for the future that provides challenging but realistic objectives 3.2 Identify strategic priorities and embed them in performance measures to encourage staff to be creative and innovative in their approach to attaining the organisation's diversity objectives 3.3 Communicate strategic priorities to stakeholders using a variety of strategies tailored to their needs and purposes and in such a way as to attract their support 3.4 Monitor implementation to ensure strategic diversity priorities are addressed 3.5 Engage stakeholders to contribute to the evaluation of outcomes 3.6 Monitor and continue, enhance or replace strategies, based on feedback and supporting organisational data.

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Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	2.1	• Sources, evaluates and critiques ideas and information from a range of complex texts
Writing	1.2, 1.4, 3.1	• Develops texts dealing with complex concepts using specialised and detailed language to convey strategy, context, intent and organisational requirements
Navigate the world of work	1.2, 1.5, 2.3, 3.1, 3.2	• Takes a lead role in the development of organisational goals, roles and responsibilities • Leads the development of and adherence to organisational policies and procedures that are compliant with government policy and legal requirements
Interact with others	1.1, 2.2, 2.4, 3.1, 3.3, 3.5	• Identifies and uses a variety of appropriate conventions and protocols when communicating with colleagues and external stakeholders • Plays a lead role in situations requiring effective collaboration, demonstrating high-level influencing skills, focusing and shaping awareness, and engaging and motivating others • Understands all aspects of diversity and integrates diversity into the work context, for managing change, making decisions and achieving shared outcomes
Get the work done	1.3, 1.4, 1.5, 1.6, 2.3, 3.2, 3.4	• Develops flexible plans for complex, high impact activities with strategic implications that involve diverse stakeholders with potentially competing demands • Monitors agreed outcomes and required indicators

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
BSBLDR804 Influence and shape diversity management	Not applicable	New unit	No equivalent unit

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBLDR804 Influence and shape diversity management

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- research, analyse and communicate legislation, regulations and initiatives for diversity
- work with stakeholders to develop and communicate a shared vision and strategic priorities for managing diversity
- integrate diversity policies and procedures within and across all human resource, management and operational functions and areas of the business including strategic plans and key performance indicators, policies and procedures, training, and recruitment
- develop, support and resource initiatives to attract and advance equity groups including identifying and celebrating success, and modelling different leadership styles
- monitor and review diversity priorities and processes.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- explain how diversity policy and initiatives apply within human resource, management and other operational functions and areas
- explain diversity, including issues of racism, sexism, ageism, ethnicity, sexual orientation, religious beliefs, physical and intellectual abilities, gender, culture, religion, discrimination, harassment and victimisation
- outline the legislative and regulatory context of the organisation with reference to equal employment opportunity, equity and diversity
- develop organisation-specific proposals for taking action on diversity and outline how these proposals can convince the organisation's senior management
- give examples of the critical influence of organisational culture on the success of diversity objectives

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- describe the nature of cultural change and the influence that can be exerted when cultural change is initiated from the higher echelons of management
- describe the positive relationships between strategic management of diversity and the organisation's core business and strategic goals.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the management and leadership field of work and include access to:

- organisational and industry information and data
- examples of strategic planning documents
- equity, diversity and equal opportunity legislation and regulations
- case studies and, where available, real situations
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBLDR805 Lead and influence change

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to apply organisational leadership in change management through influencing and shaping an organisational culture that is receptive to and embraces the opportunities for change.

The unit includes influencing organisational culture, anticipating change and providing strategic leadership in change management.

It applies to people who use cognitive and creative skills to review, critically analyse, consolidate and synthesise knowledge, in order to generate ideas and provide solutions to complex problems. They use communication skills to demonstrate their understanding of theoretical concepts and to transfer knowledge and ideas to others.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Unit Sector

Management and Leadership - Leadership

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Influence organisational culture	1.1 Undertake a strategic review of organisational culture to establish existing attitudes to change and identify key issues for action

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ELEMENT	PERFORMANCE CRITERIA
	1.2 Identify, support and actively promote the strategic advantages of ongoing change for individuals, groups and the organisation to foster commitment to workplace change 1.3 Embed the acceptance of new ideas and management methods and challenges to existing practices and structures in managerial practice and decision making 1.4 Embed change management activities and related performance indicators for managers in organisational strategies, policies and plans as an ongoing requirement 1.5 Recruit, develop and deploy staff with a range of attributes that are reflective of a diverse workforce to maximise the organisation's strategic advantage in dealing with change 1.6 Embed learning and development opportunities for managing change in induction and professional development
2. Anticipate change	2.1 Identify the likelihood of significant change for the organisation through strategic networking and ongoing consideration of factors impacting upon the community, the industry, the organisation or within the external environment 2.2 Consult key stakeholders in identifying external drivers for change, and analyse likely change in relation to its potential effect on organisational purpose, functions, structure, strategic objectives and the people in the organisation 2.3 Undertake early planning with managers, human resource personnel and staff to ensure maximum lead time and support for those likely to be affected by change, and to allow thoughtful, proactive responses to be generated 2.4 Anticipate and plan for resourcing challenges of both implementing and sustaining change in accordance with organisational policies, procedures guidelines and legislative requirements
3. Provide strategic leadership in change management	3.1 Formulate strategic priorities in consultation with key stakeholders in the organisation and the community, and set out a vision for the future that provides challenging but realistic objectives to address change and maximise outcomes 3.2 Research and use current best practice information on change management to ensure change is managed effectively for sustained positive outcomes 3.3 Use leadership strategies to assist others to deal with ambiguity and to be creative and innovative in their approaches to dealing with change

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ELEMENT	PERFORMANCE CRITERIA
	3.4 Design strategies to address the transition from present to future arrangements and provide guidance for dealing with ambiguity in roles, functions, organisational priorities or structures 3.5 Monitor organisational culture, business outcomes and client feedback and identify and celebrate positive achievements in accordance with organisational policy

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1, 3.2	• Sources, evaluates and critiques ideas and information from a range of complex texts
Writing	1.6, 3.1	• Develops texts dealing with complex concepts using specialised and detailed language to convey strategy context, intent and organisational requirements
Navigate the world of work	2.4, 3.1	• Leads planning and resource allocation processes which are in accordance with organisational policies and procedures and legal requirements
Interact with others	2.2, 3.1	• Plays a lead role in situations requiring effective collaboration, demonstrating high-level influencing skills, focusing and shaping awareness, and engaging and motivating others
Get the work done	1.1-1.6, 2.1, 2.3, 2.4, 3.2-3.5	• Accepts responsibility for planning and sequencing complex tasks and workload • Monitors progress of plans and agreed outcomes • Systematically gathers and analyses relevant information and evaluates options to inform decisions about complex organisational strategies

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status

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Code and title current version	Code and title previous version	Comments	Equivalence status
BSBLDR805 Lead and influence change	Not applicable	New unit	No equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBLDR805 Lead and influence change

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- plan and implement a strategic review of organisational culture in an organisation and develop a vision for the future
- research and anticipate the likelihood of change for the organisation
- identify, support and promote the advantages of change to stakeholders by communication, role modelling and celebrating success
- embed change management into organisational policies, procedures and practices including recruitment, training, procurement and resourcing
- implement and monitor change management in a continuous improvement cycle.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- explain change management models and current best practice
- give examples of change management leadership strategies
- outline the effects of change and ways to ensure strategic advantage
- list the key factors driving change in the internal and external operating environment of the business and community
- outline organisational goals, policies, procedures and guidelines relevant to change management
- outline the relevant legislative and regulatory context of the organisation as it relates to change management.

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Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the management and leadership field of work and include access to:

- relevant legislation, regulations, standards and codes
- organisational and industry information and data
- workplace documents including examples of strategic planning documents
- case studies and, where available, real situations
- interactions with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBLIB407 Search library and information databases

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 2.0.

Application

This unit describes the skills and knowledge required to search and analyse information from a range of bibliographic and full text databases, evaluate these against specific criteria, and then present this information to clients.

It applies to individuals who undertake regular database searches as part of their information services role. Work is undertaken with limited supervision and according to organisational and system guidelines.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Library – Information Services

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1 Identify and access databases	1.1 Assess range of databases available to information services providers 1.2 Differentiate between databases and internet websites as sources of information 1.3 Select appropriate databases to meet specific information needs 1.4 Use required procedures to access databases

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ELEMENT	PERFORMANCE CRITERIA
	1.5 Comply with copyright and licensing conditions relevant to use of databases
2 Construct searches	2.1 Conduct database searches using a range of search techniques suited to information needs 2.2 Use and manipulate features of databases to construct effective searches and access required information 2.3 Consult online manuals and database search tips to refine or revise search strategies
3 Present information	3.1 Evaluate search results to identify information that meets needs 3.2 Conduct further searches and evaluations and download as required 3.3 Present or organise information in formats appropriate to customer needs 3.4 Prepare reference lists as required according to standard referencing styles

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1-1.5, 2.1-2.3, 3.1, 3.2,	• Critically analyses information from a variety of physical and electronic sources and consolidates information to determine requirements
Writing	1.3, 3.3, 3.4	• Accurately records and completes organisational documents using clear language and correct spelling, grammar and terminology
Oral Communication	3.3	• Uses appropriate techniques, including active listening and questioning, to clarify information and confirm understanding
Numeracy	1.1-1.3, 2.1-2.3, 3.1-3.3	• Extracts and evaluates mathematical information embedded in a range of tasks and texts
Navigate the world of work	1.1, 1.2, 1.4, 1.5, 3.3, 3.4	• Takes personal responsibility for following explicit and implicit policies, procedures and legislative requirements

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		• Maintains knowledge of databases and sources of information necessary to perform role
Interact with others		• Selects and uses appropriate conventions and protocols when communicating with customers and co-workers in a range of work contexts
Get the work done	1.3, 1.4, 2.1- 2.3, 3.1-3.4	• Takes responsibility for planning, sequencing and prioritising tasks and own workload for efficiency and effective outcomes • Makes routine decisions based on implementation of standard procedures • Responds to predictable routine problems and implements standard or logical solutions • Uses familiar digital technologies and systems to access information, search and enter data and present information

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBLIB407 Search library and information databases	CULINS403A Search library and information databases	Updated to meet Standards for Training Packages Unit moved from Library, Information and Cultural Services Training Package to Business Services Training Package.	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBLIB407 Search library and information databases

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 2.0.

Performance Evidence

Evidence of the ability to:

- analyse and evaluate a range of databases
- adopt appropriate search techniques to source information in response to a range of customer needs
- use current industry systems and equipment efficiently and effectively
- respond effectively and appropriately to multiple and varied information requests.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- describe role of databases in context of the information services industry
- describe scope and type of databases available to information services providers
- define features of commonly used databases, including:
  - bibliographic information
  - downloadable records
  - in-print status
  - current prices
- describe differences between database and internet searching
- compare and contrast several database searching techniques and procedures
- identify relevant copyright, moral rights and intellectual property issues and legislation relevant to the use of information from databases.

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Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the Library – Information Services field of work and include access to:

- technology and databases to support information searching
- special purpose tools, equipment, materials and relevant industry software packages.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBMGT605 Provide leadership across the organisation

Modification History

Release	Comments
Version 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to demonstrate senior leadership behaviour and personal and professional competence. Business ethics are also addressed in this unit.

It applies to individuals who have a role in inspiring and motivating others to achieve organisational goals and to model professionalism in their organisation and industry. Leadership is seen in the context of the organisational mission.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Management and Leadership – Management

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Communicate organisational mission and goals	1.1 Clarify objectives, values and standards in accordance with organisation's strategic direction 1.2 Establish linkages between organisational objectives, values and standards and the responsibilities of relevant groups and individuals 1.3 Ensure media and language used is appropriate to individuals and group circumstances

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ELEMENT	PERFORMANCE CRITERIA
	1.4 State clear expectations of internal groups and individuals and explain in a manner which builds commitment to the organisation 1.5 Address expectations of the organisation 1.6 Investigate incidents promptly and communicate results clearly to relevant groups and individuals
2. Influence groups and individuals	2.1 Build trust, confidence and respect of diverse groups and individuals through positive role modelling and effective communication and consultation 2.2 Embrace, resource and effectively implement improvements to organisational and workplace culture 2.3 Demonstrate understanding of the global environment and new technology in work activities 2.4 Ensure actions convey flexibility and adaptability to change and accessibility 2.5 Ensure consultation and participation in decision making occurs with relevant groups and individuals where appropriate 2.6 Ensure decision making takes into account needs and expectations of both internal and external groups 2.7 Ensure decision making occurs in accordance with risk management plans for all options, and within appropriate timeframes 2.8 Ensure that the organisation is represented positively in the media and community
3. Build and support teams	3.1 Assign accountabilities and responsibilities to teams consistent with their competencies and operational plans 3.2 Ensure teams are resourced to allow them to achieve their objectives 3.3 Empower teams and individuals through effective delegation and support for their initiatives 3.4 Create and maintain a positive work environment 3.5 Encourage teams and individuals to develop innovative approaches to the performance of work
4. Demonstrate personal and professional competence	4.1 Model ethical conduct in all areas of work and encourage others to adopt business ethics 4.2 Adapt appropriate interpersonal and leadership styles to meet particular circumstances and situations 4.3 Set and achieve personal objectives and work program

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ELEMENT	PERFORMANCE CRITERIA
	outcomes 4.4 Ensure self-performance and professional competence is continuously improved through engagement in a range of professional development activities 4.5 Participate regularly in industry/professional networks and groups

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Learning	4.3, 4.4, 4.5	• Actively looks for and accepts ways to maintain and improve own skills and knowledge
Reading	1.2, 1.3, 1.6, 2.7, 4.4, 4.5	• Evaluates and integrates facts and ideas to construct meaning from a range of text types
Writing	1.1, 1.2, 1.3, 1.4, 1.6, 3.1, 4.3	• Records and reports key information related to the outcomes of the job to interact effectively and appropriately with the team • Researches, plans and prepares documentation using format and language appropriate to the audience
Oral Communication	1.1, 1.2, 1.4, 1.5, 1.6, 2.1, 2.5, 3.1, 3.3, 3.4, 3.5, 4.1, 4.2	• Participates in a variety of spoken exchanges with clients, co-workers and stakeholders using structure and language appropriate to context and audience
Navigate the world of work	1.1, 1.2, 1.5, 1.6, 2.8, 3.1, 4.1	• Works autonomously making high level decisions related to the achievement of organisational goals • Reflects on designation of roles and responsibilities and how everyone's role contributes to broader organisational goals • Appreciates the implications of ethical and other organisational responsibilities in carrying out own role
Interact with others	1.3, 1.4, 1.6, 2.1, 2.4, 3.1, 3.3, 3.4, 3.5, 4.1, 4.2	• Demonstrates sophisticated control over oral, visual and/or written formats, drawing on a range of communication practices to achieve goals • Identifies strengths and limitations of own interpersonal skills and addresses areas that would benefit from further development

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		• Recognises the importance of building rapport in order to establish effective working relationships and inspire trust and confidence • Collaborates and cooperates with others, playing an active role in leading and facilitating effective group interaction and influencing direction • Facilitates a climate in which others feel comfortable to identify, explore and build on a variety of perspectives in order to achieve shared outcomes
Get the work done	1.1, 1.2, 1.6, 2.2-2.7, 3.1, 3.2, 3.5	• Accepts responsibility for planning and sequencing complex tasks and workload of self and others, negotiating key aspects with others taking into account capabilities, efficiencies and effectiveness • Applies problem solving processes to identify risks, evaluate options and determine solutions • Facilitates a climate in which creativity and innovation are accepted as an integral part of achieving outcomes • Actively identifies systems, devices and applications with potential to meet current and/or future needs

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBMGT605 Provide leadership across the organisation	BSBMGT605B Provide leadership across the organisation	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBMGT605 Provide leadership across the organisation

Modification History

Release	Comments
Version 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to use interpersonal and risk management skills to:

- clearly communicate the organisation's objectives, values and standards to a range of stakeholders using appropriate media and language
- influence, support and provide resources for individuals and groups to:
  - participate in consultations and decision making processes
  - contribute to innovation and improvements
  - achieve their responsibilities and objectives
- facilitate consultative decision making processes with relevant internal and external stakeholders
- demonstrate ethical conduct and professional competence and continuing professional development
- encourage others to adopt business ethics and build their commitment to the organisation.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- explain business ethics and their application to leadership
- outline leadership styles and their application in supporting the organisation's mission, objectives and values
- explain the impact of legislation in providing leadership in the organisation
- explain the organisation's mission, purpose and values
- describe organisation objectives, plans and strategies
- explain organisational change processes.

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Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the management and leadership field of work and include access to:

- relevant legislation, regulation, standards and codes
- relevant workplace documentation and resources
- case studies and, where possible, real situations
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBMKG408 Conduct market research

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to conduct market research using interview and survey methodologies (excluding specialist statistical design and analysis) and report on findings.

It applies to individuals who undertake data and information gathering and analysis as a major part of their role and are required to conduct market research. These individuals often work in areas such as marketing, communications, strategic planning and organisational development.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Business Development – Marketing

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Conduct desk research to gather background market information	1.1 Conduct initial desk research using appropriate sources to gather background market information 1.2 Identify options for information collection and collation tools and methods 1.3 Determine and seek approval for reporting formats for market research documentation 1.4 Report initial research findings in approved formats in

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ELEMENT	PERFORMANCE CRITERIA
	accordance with organisational procedures
2. Develop research methodology and objectives	2.1 Develop hypotheses and research objectives for market research 2.2 Identify options for quantifying data 2.3 Identify market research methodology and determine, develop, test and amend required survey tools 2.4 Determine and test methods of data extraction, collation and analysis
3. Recruit respondents	3.1 Interpret market research plans to identify potential respondents and their requirements 3.2 Identify respondents in line with research and organisational requirements 3.3 Recruit respondents in line with agreed research methodology and organisational requirements
4. Gather data and information from respondents	4.1 Prepare and arrange resources for data gathering 4.2 Gather data and information using survey tools 4.3 Record data and information gathered in approved formats, in accordance with organisational procedures 4.4 Store and safeguard survey information and data in accordance with organisational procedures
5. Analyse research information	5.1 Conduct checks on quality of data and information collected 5.2 Select appropriate techniques to summarise data and information 5.3 Design software files for entering data and information 5.4 Process data using a method appropriate to research design 5.5 Interpret and aggregate data and information, including categorisation, to provide observations relevant to research objectives
6. Prepare research reports	6.1 Collate and assess findings for relevance and usefulness to research objectives 6.2 Prepare research reports 6.3 Communicate research findings to relevant personnel and stakeholders in accordance with organisational procedures

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Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1, 1.2, 2.1-2.4, 3.1-3.3, 4.1-4.4, 5.1, 5.4, 5.5, 6.1-6.3	• Interprets and analyses text from a range of sources and identifies relevant and key information
Writing	1.1, 1.3, 1.4, 2.1, 2.3, 2.4, 3.3, 4.1, 4.3, 5.3, 6.2, 6.3	• Organises content that incorporates results of research logically, using correct grammatical structure, clear language and required organisational format
Oral Communication	1.3, 3.3, 4.2, 6.3	• Presents information using suitable tone, language and syntax • Gathers information through active listening and questioning
Numeracy	1.1, 1.4, 2.4, 3.1, 4.2, 5.1-5.5, 6.1	• Extracts and evaluates mathematical information and uses a variety of techniques to interpret data and analyse trends
Navigate the world of work	1.4, 3.2, 3.3, 4.3, 4.4, 6.3	• Recognises and follows explicit and implicit organisational protocols and procedures, and meets expectations associated with own role
Interact with others	1.3, 3.3, 6.3	• Selects appropriate form, channel and mode of communication for a specific purpose relevant to own role
Get the work done	1.1, 1.3, 2.1-2.4, 3.1, 3.2, 4.1, 4.2, 4.4, 5.1-5.5, 6.1, 6.2	• Develops plans to manage relatively complex, non-routine tasks with an awareness of how they may contribute to longer-term operational and strategic goals • Makes decisions by systematically analysing information, identifying and evaluating options against set criteria, and choosing most appropriate option • Uses digital technologies and systems safely and ethically to access, enter, organise, store and share information

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status

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Code and title current version	Code and title previous version	Comments	Equivalence status
BSBMKG408 Conduct market research	BSBMKG408B Conduct market research	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBMKG408 Conduct market research

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- develop and implement a market research survey tool
- accurately record and securely store survey data in accordance with organisational procedures
- utilise a range of methodologies to analyse market research information
- document market research activities and findings in a research report.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- identify key provisions of legislation, codes of practice and national standards relevant to marketing roles
- outline relevant marketing communications concepts and processes
- explain relevant market research principles and practices including:
  - data processing methods and data analysis techniques
  - design of samples
  - development and use of hypotheses
  - research reporting formats
  - roles and uses of qualitative and quantitative research
  - use of survey instruments
- outline typical information contained in a market research report, as well as requirements of a house or other style manuals or protocols for written communication.

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Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the business development – marketing field of work and include access to:

- relevant legislation, regulations, standards and codes
- relevant workplace documentation and resources
- case studies and, where possible, real situations
- Interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBMKG506 Plan market research

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to plan market research by identifying market research needs, defining market research objectives, identifying data gathering approaches and developing a market research plan.

It applies to individuals in a non-market research organisation who conduct market research planning at a managerial level.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Business Development – Marketing

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Identify market research needs	1.1 Communicate role of market research in enterprise operations to relevant personnel 1.2 Identify contribution of market research to enterprise activity 1.3 Analyse enterprise planning and performance documentation to determine research needs 1.4 Consult relevant personnel to determine research needs 1.5 Develop statement of market research needs

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ELEMENT	PERFORMANCE CRITERIA
2. Define market research objectives	2.1 Draft research objectives 2.2 Undertake preliminary project scoping 2.3 Consult with relevant personnel on draft research objectives to ensure relevant and useful information is gathered 2.4 Review and finalise draft objectives in light of scoping parameters
3. Define data gathering approaches	3.1 Identify types of data required to inform objectives 3.2 Determine combinations of types of data to best inform objectives 3.3 Identify and evaluate suitable data gathering methods 3.4 Identify data sources 3.5 Quantify required data 3.6 Identify and evaluate suitable data processing methods 3.7 Make decisions on data types, combinations, gathering methods, sources, quantities and processing methods
4. Develop market research plan	4.1 Estimate resources and timelines required for market research projects 4.2 Determine feasibility of market research projects 4.3 Prepare market research plan for approval 4.4 Obtain approval to implement plan from appropriate personnel as required

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.2, 1.3, 2.2, 2.4, 3.1, 3.3, 3.4	• Evaluates and interprets information from a range of sources and determines requirements
Writing	1.5, 2.1, 2.4, 4.3	• Integrates information from a number of sources to develop material supporting purposes of documentation, using suitable grammatical structure and clear, logical language

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Oral Communication	1.1, 1.4, 2.3, 4.4	• Participates in a variety of spoken exchanges using suitable language and non-verbal features • Elicits views and opinions of others using active listening and questioning
Numeracy	3.5, 4.1	• Interprets numerical data and makes basic calculations to determine required resources and workplace scheduling, and to quantify data
Interact with others	1.1, 1.4, 2.3, 4.4	• Recognises importance of taking audience, purpose and contextual factors into account when making decisions about what to communicate with whom, why and how
Get the work done	1.3, 2.2, 2.4, 3.1-3.4, 3.6, 3.7, 4.2	• Develops plans and uses effective organisational and time-management skills to complete tasks with an awareness of how they may contribute to longer-term operational and strategic goals • In more complex, non-routine situations, uses a formal decision-making process with support, setting or clarifying goals, gathering information and identifying and evaluating several choices against a limited set of criteria • Understands and explicitly applies some basic principles of analytical and lateral thinking • Recognises and takes responsibility for addressing predictable and some less predictable problems in familiar work contexts

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBMKG506 Plan market research	BSBMKG506B Plan market research	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBMKG506 Plan market research

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- identify and define market research requirements in an organisation
- develop a documented market research plan describing scope, objectives, time and budget for market research to be undertaken by an organisation.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- outline key provisions of relevant legislation, codes of practice and national standards that affect aspects of business operations
- explain market research principles and practices including:
  - data processing methods and data analysis techniques
  - project design within given budgets and other resource constraints
  - design of samples
  - development and use of hypotheses
  - role of research in enterprise development
  - roles and uses of qualitative and quantitative research
  - use of survey instruments
- explain project planning principles and practices including for:
  - consultation and stakeholder involvement
  - development of timelines, budgets and other implementation plans
  - gaining approvals
  - needs analyses
  - scoping practices
- list statistical methods and techniques.

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Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the business development – marketing field of work and include access to:

- data and information records from previous marketing research activities
- office equipment and resources
- case studies and, where possible, real situations.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBPMG410 Apply project time management techniques

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to assist with project scheduling activities, apply and monitor the agreed project schedule, and evaluate the effectiveness of time management for the project.

It applies to individuals who are project practitioners working in a project support role.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Unit Sector

Management and Leadership – Project Management

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Assist in developing project schedule	1.1 Contribute to developing work breakdown structure with sufficient detail to enable effective planning and control 1.2 Contribute to estimating duration and effort, sequence and dependencies of tasks to achieve project deliverables 1.3 Assist in using project scheduling tools and techniques to identify schedule impact on project time management, resource requirements, costs and risks 1.4 Contribute to achieving an agreed schedule baseline and

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ELEMENT	PERFORMANCE CRITERIA
	communicating the schedule to stakeholders
2. Maintain project schedule	2.1 Use techniques to measure, record and report progress of activities in relation to agreed schedule 2.2 Record baseline variance between actual and planned progress 2.3 Contribute to forecasting impact of change on the schedule and analysing options 2.4 Update task status and agreed changes to maintain currency and accuracy of schedule
3. Participate in assessing time-management outcomes	3.1 Assist in review of project performance to determine effectiveness of time management 3.2 Document scheduling and time-management issues and responses to assist in project evaluation

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1, 1.3, 3.1	• Interprets project documentation to determine scheduling requirements and review performance
Writing	1.1, 1.3, 2.1, 2.2, 2.4, 3.2	• Documents project activities using structure, layout, vocabulary, and conventions appropriate to context
Oral Communication	1.4, 3.1	• Interacts effectively in verbal exchanges, using clear language and appropriate features to convey information • Uses active listening and questioning to elicit and assess relevant information
Numeracy	1.2, 1.3, 2.1	• Selects and applies a range of mathematical strategies to determine resources and measure work output against a predetermined timeline
Interact with others	1.4, 3.1	• Selects and uses appropriate conventions and protocols when communicating with internal and external stakeholders in a range of work contexts
Get the work done	1.1, 1.3, 2.1, 2.2, 2.3, 2.4, 3.1, 3.2	• Plans and implements tasks required to monitor implementation of plans

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		• Reviews and reflects on outcomes to identify whether objectives were met • Uses digital tools to enter, analyse and present data and information

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
BSBPMG410 Apply project time-management techniques	BSBPMG410A Apply project time-management techniques	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBPMG410 Apply project time management techniques

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- create a project schedule showing tasks, deliverable milestones, sequence, dependencies and time estimates
- apply time-management techniques in a project
- use tools and techniques to maintain, monitor and update a project schedule.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- explain implications of time management for project resources, costs and risks
- describe methods for estimating task duration and resource requirements
- identify tools and techniques for managing project time and their particular applications
- explain techniques used to measure, record and report progress of activities.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the management and leadership – project management field of work and include access to:

- workplace documentation relevant to project management
- planning tools
- case studies and, where possible, real situations.

Assessors must satisfy NVR/AQTF assessor requirements.

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBPMG413 Apply project human resources management approaches

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to assist with aspects of human resources management of a project. It involves establishing human resource requirements, identifying the learning and development needs of people working on the project, facilitating these needs being met, and resolving conflict in the team.

It applies to individuals who are project practitioners working in a project support role.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Unit Sector

Management and Leadership – Project Management

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Assist in determining human resource requirements	1.1 Analyse work breakdown structure to determine human resource requirements 1.2 Prepare a skills analysis of project personnel against project task requirements 1.3 Assist in assigning responsibilities for achieving project deliverables

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ELEMENT	PERFORMANCE CRITERIA
2. Contribute to establishing and maintaining productive team relationships	2.1 Actively seek views and opinions of team members during task planning and implementation 2.2 Promote cooperation and effective activities, goals and relationships within team 2.3 Communicate with others using styles and methods appropriate to organisational standards, group expectations and desired outcomes 2.4 Communicate information and ideas to others in a logical, concise and understandable manner 2.5 Regularly seek feedback on nature and quality of work relationships, and use feedback as basis for own improvement and development
3. Assist with human resource monitoring	3.1 Monitor work of project personnel against assigned roles and responsibilities within delegated authority levels 3.2 Monitor and control actual effort against project plan 3.3 Review skill levels against allocated tasks and recommend solutions, where required, to others 3.4 Advise others within delegated authority when assigned responsibilities are not met by project personnel 3.5 Undertake work in a multi-disciplinary environment according to established human resource management practices, plans, guidelines and procedures 3.6 Resolve conflict within delegated authority according to agreed dispute-resolution processes 3.7 Assist in offering human resource development opportunities to individuals with skill gaps
4. Contribute to evaluating human resource practices	4.1 Contribute to assessing effectiveness of project human resources management 4.2 Document lessons learned to support continuous improvement processes

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

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Skill	Performance Criteria	Description
Learning	2.5	• Actively seeks feedback from others as a strategy to improve own skills or knowledge
Reading	1.1-1.3, 3.2, 3.3, 3.5	• Identifies and interprets information from organisational documentation
Writing	1.2, 2.3, 2.4, 3.4, 4.1, 4.2	• Develops a range of documents using structure and vocabulary appropriate to audience, context and purpose
Oral Communication	2.1-2.5, 3.3, 3.4, 3.6, 3.7	• Participates in a range of verbal exchanges using clear language and appropriate non-verbal features to provide and seek information • Uses active listening and questioning techniques to elicit views and opinions of others
Navigate the world of work	1.3, 3.4	• Understands responsibilities associated with own role
Interact with others	2.1-2.5, 3.3, 3.4, 3.6, 3.7	• Uses accepted communication practices and protocols when sharing or providing information • Collaborates with others to achieve joint outcomes, playing an active role in facilitating effective group interaction • Uses a range of strategies to facilitate solutions to conflicts
Get the work done	1.3, 3.1-3.3, 3.5, 3.6, 4.1	• Plans and implements required tasks, monitors actions against requirements, and adjusts plans and resources to cope with contingencies • Reflects on outcomes to identify opportunities for future improvement

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
BSBPMG413 Apply project human resources management approaches	BSBPMG413A Apply project human resources management approaches	Updated to meet Standards for Training Packages	Equivalent unit

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBPMG413 Apply project human resources management approaches

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- produce work breakdown structures in human resource project planning
- construct effective methods for monitoring roles, responsibilities and performance in projects
- demonstrate methods for providing feedback on performance and improving performance of project team members.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- identify alternative project personnel engagement options
- explain job design principles and work breakdown structures
- describe learning and development approaches that can be incorporated into project life cycle
- list methods for skills analysis
- identify and describe project roles, responsibilities and reporting requirements for human resources.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the management and leadership – project management field of work and include access to:

- relevant workplace documentation and resources
- case studies and, where possible, real situations.

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Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBPMG522 Undertake project work

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to undertake a straightforward project or a section of a larger project. It covers developing a project plan, administering and monitoring the project, finalising the project and reviewing the project to identify lessons learned for application to future projects.

This unit applies to individuals who play a significant role in ensuring a project meets timelines, quality standards, budgetary limits and other requirements set for the project.

The unit does not apply to specialist project managers. For specialist project managers, the other units of competency in the project management field (BSBPMG) will be applicable.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Management and Leadership – Project Management

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Define project	1.1 Access project scope and other relevant documentation 1.2 Define project stakeholders 1.3 Seek clarification from delegating authority of issues related to

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ELEMENT	PERFORMANCE CRITERIA
	project and project parameters 1.4 Identify limits of own responsibility and reporting requirements 1.5 Clarify relationship of project to other projects and to the organisation's objectives 1.6 Determine and access available resources to undertake project
2. Develop project plan	2.1 Develop project plan in line with the project parameters 2.2 Identify and access appropriate project management tools 2.3 Formulate risk management plan for project, including Work Health and Safety (WHS) 2.4 Develop and approve project budget 2.5 Consult team members and take their views into account in planning the project 2.6 Finalise project plan and gain necessary approvals to commence project according to documented plan
3. Administer and monitor project	3.1 Take action to ensure project team members are clear about their responsibilities and the project requirements 3.2 Provide support for project team members, especially with regard to specific needs, to ensure that the quality of the expected outcomes of the project and documented time lines are met 3.3 Establish and maintain required recordkeeping systems throughout the project 3.4 Implement and monitor plans for managing project finances, resources and quality 3.5 Complete and forward project reports as required to stakeholders 3.6 Undertake risk management as required to ensure project outcomes are met 3.7 Achieve project deliverables
4. Finalise project	4.1 Complete financial recordkeeping associated with project and check for accuracy 4.2 Ensure transition of staff involved in project to new roles or reassignment to previous roles 4.3 Complete project documentation and obtain necessary sign-offs for concluding project
5. Review project	5.1 Review project outcomes and processes against the project scope and plan

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ELEMENT	PERFORMANCE CRITERIA
	5.2 Involve team members in the project review 5.3 Document lessons learned from the project and report within the organisation

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1, 3.4, 3.5, 4.1, 4.3, 5.1	• Organises, evaluates and critiques ideas and information from a range of complex texts
Writing	2.1, 2.3, 2.6, 3.3, 3.5, 4.1, 4.3, 5.3	• Develops plans, reports and recommendations using vocabulary, structure and conventions appropriate to text • Establishes and maintains records according to organisational requirements
Numeracy	1.6, 2.4, 3.4, 4.1	• Uses formal and some informal, oral and written mathematical language and representation to prepare and communicate budgetary and financial information
Oral communication	2.5, 5.2	• Participates in verbal discussions using clear language and appropriate features to present or seek information • Using listening and questioning skills to seek information and confirm understanding
Navigate the world of work	1.3, 1.4, 2.3, 3.1, 4.3	• Recognises and responds to organisational and legislative/regulatory requirements
Interact with others	2.5, 3.1, 3.2, 4.2, 5.2	• Selects and uses appropriate communication protocols and practices to ensure shared understanding of project roles and expectations • Uses collaborative techniques to engage stakeholders in consultations and negotiations
Get the work done	1.2, 1.5, 1.6, 2.1, 2.2, 2.3, 2.6, 3.1-3.7, 4.1, 4.2, 4.3, 5.1, 5.3	• Develops and implements plans to manage projects that involve diverse stakeholders with potentially competing demands • Systematically gathers and analyses all relevant information and evaluates options to make informed decisions • Evaluates outcomes of decisions to identify

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		opportunities for improvement • Uses digital technologies and applications to access, organise and share information

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBPMG522 Undertake project work	BSBPMG522A Undertake project work	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBPMG522 Undertake project work

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- define the parameters of the project including:
  - project scope
  - project stakeholders, including own responsibilities
  - relationship of project to organisational objectives and other projects
  - reporting requirements
  - resource requirements
- use project management tools to develop and implement a project plan including:
  - deliverables
  - work breakdown
  - budget and allocation of resources
  - timelines
  - risk management
  - recordkeeping and reporting
- consult and communicate with relevant stakeholders to generate input and engagement in planning, implementing and reviewing the project
- provide support to team members to enable them to achieve deliverables and to transition them as appropriate at completion of the project
- finalise the project including documentation, sign-offs and reporting
- review and document the project outcomes.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

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- give examples of project management tools and how they contribute to a project
- outline types of documents and other sources of information commonly used in defining the parameters of a project
- explain processes for identifying and managing risk in a project
- outline the organisation's mission, goals, objectives and operations and how the project relates to them
- explain the organisation's procedures and processes that are relevant to managing a project including:
  - lines of authority and approvals
  - quality assurance
  - human resources
  - budgets and finance
  - recordkeeping
  - reporting
- outline the legislative and regulatory context of the organisation in relation to project work, including work health and safety (WHS) requirements.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the management and leadership – project management field of work and include access to:

- relevant legislation, regulations, standards and codes
- relevant workplace documentation and resources
- case studies and, where possible, real situations
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBPUR504 Manage a supply chain

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to manage a supply chain, including the relationships between an organisation and its supply and demand partners along the chain.

It applies to individuals who are responsible for managing a supply chain in an organisation.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Unit Sector

Administration – Purchasing and Contracting

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Implement demand driven supply chain management strategy	1.1 Assign responsibility for supply chain management within the organisation in accordance with supply chain management strategy 1.2 Access and organise technology and software for implementation of the supply chain management system within the requirements of the strategy and budgetary allocation 1.3 Design policies and procedures to guide business relations and operations in accordance with organisation strategy 1.4 Design or re-design supporting business processes to assist in implementing organisation strategy

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ELEMENT	PERFORMANCE CRITERIA
	1.5 Provide support to staff, customers and supply chain to assist in implementation of the organisation's supply chain management strategy
2. Manage supply chain	2.1 Manage communication and information exchange with strategic partners and suppliers in accordance with the supply chain management strategy 2.2 Facilitate and collaborate with supply chain organisations to determine demand at each level of the supply chain in accordance with the supply chain management strategy 2.3 Manage sales and payments in accordance with supply chain and risk management strategies, and legal and ethical requirements 2.4 Implement actions to build trust and foster a supply chain culture in accordance with the supply chain management strategy 2.5 Identify opportunities to adjust policies and procedures to respond to the changing needs of customers, supply chain and the organisation
3. Evaluate and improve supply chain effectiveness	3.1 Monitor demand chain management and supply chain management in accordance with the supply chain management strategy 3.2 Review and identify improvements in the effectiveness of the supply chain with each level of the supply chain, including staff and customers 3.3 Compare business data and reports of outcomes, budgets, timelines and forecasts to actual performance 3.4 Review technology performance and make recommendations for improvements to hardware, software and/or their use in accordance with strategy and budget 3.5 Use feedback and evaluation results to plan and improve future supply chain management strategies

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description

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Reading	1.1-1.5, 2.1-2.5, 3.1, 3.3-3.5	• Gathers and analyses textual information from a range of sources and identifies relevant and key information to assist in the supply chain management process
Writing	1.1, 1.3-1.5, 3.2, 3.4, 3.5	• Designs, develops and revises strategic documents appropriate to audience and context
Oral Communication	1.1, 1.5, 2.2, 3.2	• Uses clear language and appropriate features to provide information to a variety of individuals • Uses active listening and questioning techniques to convey and clarify information
Numeracy	1.2, 2.3, 3.3	• Analyses and compares financial information to assist in managing, evaluating and improving the supply chain
Navigate the world of work	1.1, 1.3, 2.1, 2.2, 2.3, 2.5, 3.1, 3.4	• Contributes to organisation's strategic directions by developing and revising organisational policies and procedures • Complies with all legal requirements relevant to own responsibilities and considers the implications of these when negotiating, planning and undertaking work
Interact with others	1.1, 1.5, 2.1, 2.2, 2.4, 3.2	• Actively identifies the requirements of important communication exchanges, selecting appropriate channels, format, tone and content to suit purpose and audience • Collaborates with others to achieve joint outcomes, playing an active role in facilitating effective group interaction
Get the work done	1.1, 1.2, 2.1, 2.3-2.5, 3.1, 3.2-3.5	• Develops plans to manage complex supply chain activities, with an awareness of how they contribute to strategic goals • Makes a range of critical and non-critical decisions in relatively complex situations, taking a range of factors into account • Monitors outcomes of decisions, considering results from a range of perspectives, and identifying key concepts and principles that may be adaptable to future situations • Actively identifies digital systems, devices and applications with potential to meet current or future needs

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Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
BSBPUR504 Manage a supply chain	BSBPUR504B Manage a supply chain	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBPUR504 Manage a supply chain

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- implement a supply chain management strategy
- successfully manage a supply chain
- evaluate and formulate recommendations to improve supply chain management strategy.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- identify key provisions of relevant legislation that affects purchasing and contracting operations
- explain organisation policies and procedures related to:
  - business terms and conditions for purchasing, tendering and contracting
  - contracting and tendering
  - ethical behaviour
  - purchasing
  - supply chain management
- outline techniques to establish collaborative relationships.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the administration – purchasing and contracting field of work and include access to:

- organisation policies and procedures

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- purchasing strategies and relevant purchasing records
- office equipment and supplies
- case studies and, where possible, real situations.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBREL402 Build client relationships and business networks

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to establish, maintain and improve client relationships and to actively participate in networks to support attainment of key business outcomes.

It applies to individuals such as marketing and sales professionals who depend on excellent interpersonal relationships and communication skills to achieve outcomes but may also apply to other individuals working in any industry.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Stakeholder Relations – Relationship Management

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Initiate interpersonal communication with clients	1.1 Identify and use preferred client communication styles and methods 1.2 Establish rapport with clients using verbal and non-verbal communication processes 1.3 Investigate and act upon opportunities to offer positive feedback to clients

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ELEMENT	PERFORMANCE CRITERIA
	1.4 Use open questions to promote two-way communication 1.5 Identify and act upon potential barriers to effective communication with clients 1.6 Initiate communication processes which relate to client needs, preferences and expectations
2. Establish client relationship management strategies	2.1 Develop client loyalty objectives focusing on the development of long term business partnerships 2.2 Assess client profile information to determine approach 2.3 Develop client loyalty strategies to attract and retain clients in accordance with the business strategy 2.4 Identify and apply client care and client service standards
3. Maintain and improve ongoing relationships with clients	3.1 Develop strategies to obtain ongoing feedback from clients to monitor satisfaction levels 3.2 Develop strategies to elicit feedback which provide information in a form that can be used to improve relationships with clients 3.3 Obtain feedback to develop and implement strategies which maintain and improve relationships with clients
4. Build and maintain networks	4.1 Allocate time to establish and maintain business contacts 4.2 Participate in business associations and/or professional development activities to establish and maintain a network of support for the business and to enhance personal knowledge of the market 4.3 Establish communication channels to exchange information and ideas 4.4 Provide, seek and verify information to the network

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1, 1.3, 1.5, 2.2, 2.3, 2.4, 3.1, 4.2- 4.4	• Interprets information from a range of sources to determine and adhere to communication and networking requirements

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Writing	1.1,1.5, 2.1, 2.3, 2.4, 3.1, 3.2, 4.2, 4.3	• Records notes from research and discussions for future reference • Develops materials for a specific audience according to organisational standards
Oral Communication	1.1-1.6, 2.3, 2.4, 3.3, 4.2-4.4	• Participates in spoken exchanges with a range of audiences using structure and language to suit the audience • Involves others in discussions using active listening and questioning techniques appropriately
Numeracy	2.4, 4.1	• Performs calculations to determine timeframes and measure actual performance against required standards
Navigate the world of work	2.3, 2.4	• Considers wider organisational goals when developing customer relationship strategies
Interact with others	1.1, 1.2, 1.5, 1.6, 3.3, 4.2-4.4	• Selects and uses appropriate conventions and protocols when communicating with clients or business contacts to build rapport, seek or present information • Recognises the need to alter personal communication style in response to the needs, values, beliefs and cultural expectations of others • Adapts personal communication style to build positive working relationships and show respect for the opinions, values and particular needs of others
Get the work done	1.1, 2.1-2.4, 3.1-3.3, 4.1-4.4	• Takes responsibility for planning, sequencing and implementing tasks and own workload to achieve business outcomes • Uses analytical processes to gather relevant information, identify and evaluate options and decide on appropriate systems and strategies • Actively monitors and evaluates effectiveness of decisions to identify and implement improvements

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBREL402 Build client relationships and business networks	BSBREL402A Build client relationships and business networks	Updated to meet Standards for Training Packages	Equivalent unit

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Links

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Assessment Requirements for BSBREL402 Build client relationships and business networks

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- identify clients' preferred communication styles and methods and potential barriers to communications and use appropriate communication styles and strategies
- apply communication techniques to establish rapport and promote two-way communication
- develop and implement client loyalty strategies and service standards based on business objectives and client information
- develop and implement strategies to elicit feedback from clients and use it to improve relationships and customer satisfaction
- maintain contacts and participate in formal and informal networks that support the business and enhance personal knowledge of the market.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- give examples of strategies that can build client loyalty including those that focus on:
  - financial incentives and special offers
  - premium services and private/dedicated facilities
  - loyalty programs, rewards and recognition
- outline issues that are commonly addressed in client care/service standards in the industry
- outline typical barriers to communicating with clients and possible strategies to address them
- give examples of strategies for feedback
- describe the principles and techniques for effective communication and networking
- outline networking opportunities relevant to the business with reference to:

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  - government, industry and professional associations
  - trade shows, conferences, briefings and other professional development activities
  - existing groups or networks
  - businesses and individuals
- outline aspects of organisational policies, procedures and processes that are relevant to communicating with clients and participating in networks.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the stakeholder relations - relationship management field of work and include access to:

- relevant workplace documentation and resources
- case studies and, where possible, real situations
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBSUS201 Participate in environmentally sustainable work practices

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to effectively measure current resource use and carry out improvements, including reducing the negative environmental impact of work practices.

It applies to individuals, working under supervision or guidance, who are required to follow workplace procedures and instructions, and work in an environmentally sustainable manner within scope of competency, authority and own level of responsibility.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Industry Capability – Sustainability

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Identify current resource use	1.1 Identify workplace environmental and resource efficiency issues 1.2 Identify resources used in own work role 1.3 Document and measure current usage of resources using appropriate techniques 1.4 Record and file documentation measuring current usage, using

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ELEMENT	PERFORMANCE CRITERIA
	technology (such as software systems) where applicable 1.5 Identify and report workplace environmental hazards to appropriate personnel
2. Comply with environmental regulations	2.1 Follow workplace procedures to ensure compliance 2.2 Report breaches or potential breaches to appropriate personnel
3. Seek opportunities to improve resource efficiency	3.1 Follow organisational plans to improve environmental practices and resource efficiency 3.2 Work as part of a team, where relevant, to identify possible areas for improvements to work practices in own work area 3.3 Make suggestions for improvements to workplace practices in own work area

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1, 1.3, 2.1, 3.1	• Recognises and interprets textual information to establish job requirements from relevant information
Writing	1.3, 1.4, 1.5, 2.2	• Completes documents using required formats
Oral Communication	1.5, 2.2, 3.3	• Articulates ideas clearly and uses simple and relevant language to identify and report issues to designated person
Numeracy	1.3	• Calculates basic metric measurements to determine resource usage
Navigate the world of work	2.1	• Understands and adheres to legal and regulatory responsibilities related to own work
Interact with others	1.5, 2.2, 3.2, 3.3	• Selects and uses appropriate conventions and protocols when communicating with co-workers in range of work contexts • Collaborates and cooperates with others to achieve joint outcomes
Get the work	1.1-1.4, 3.1, 3.3	• Implements actions as per plan, taking some responsibility for sequencing and timing of tasks

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done		• Uses main features and functions of digital tools to complete work tasks and access information • Analyses current practices to identify opportunities for improvement.

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBSUS201 Participate in environmentally sustainable work practices	BSBSUS201A Participate in environmentally sustainable work practices	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBSUS201 Participate in environmentally sustainable work practices

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- locate and interpret a range of environment/sustainability legislation and procedural requirements
- participate in and support discussions for an improved resource efficiency process
- identify, document and measure usage of resources
- collaborate with team members on suggestions for improving workplace practices.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- identify environmental and resource hazards/risks as well as environmental or sustainability legislation, regulations and codes of practice applicable to own role
- outline sustainability requirements in the workplace
- identify reporting channels and procedures to report breaches and potential issues
- identify where to find environmental and resource efficiency systems and procedures.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the sustainability field of work and include access to:

- documentation, information and resources related to workplace environmental and resource efficiency issues
- office equipment and resources
- case studies and, where possible, real situations

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- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

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BSBSUS401 Implement and monitor environmentally sustainable work practices

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 2.0. Version created to better align unit to AQF level.

Application

This unit describes the skills and knowledge required to effectively analyse the workplace in relation to environmentally sustainable work practices and to implement improvements and monitor their effectiveness.

It applies to individuals with responsibility for a specific area of work or who lead a work group or team and addresses the knowledge, processes and techniques necessary to implement and monitor environmentally sustainable work practices, including the development of processes and tools.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Industry Capability – Sustainability

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Investigate current practices in relation to resource usage	1.1 Identify environmental regulations applying to the enterprise 1.2 Analyse procedures for assessing compliance with

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ELEMENT	PERFORMANCE CRITERIA
	environmental/sustainability regulations 1.3 Collect information on environmental and resource efficiency systems and procedures, and provide to the work group where appropriate 1.4 Collect, analyse and organise information from a range of sources to provide information/advice and tools/resources for improvement opportunities 1.5 Measure and document current resource usage of members of the work group 1.6 Analyse and document current purchasing strategies 1.7 Analyse current work processes to access information and data to assist in identifying areas for improvement
2. Set targets for improvements	2.1 Seek input from stakeholders, key personnel and specialists 2.2 Access external sources of information and data as required 2.3 Evaluate alternative solutions to workplace environmental issues 2.4 Set efficiency targets
3. Implement performance improvement strategies	3.1 Source and use appropriate techniques and tools to assist in achieving efficiency targets 3.2 Apply continuous improvement strategies to own work area of responsibility, including ideas and possible solutions to communicate to the work group and management 3.3 Implement and integrate environmental and resource efficiency improvement plans for own work group with other operational activities 3.4 Supervise and support team members to identify possible areas for improved practices and resource efficiency in work area 3.5 Seek suggestions and ideas about environmental and resource efficiency management from stakeholders and act upon where appropriate 3.6 Implement costing strategies to fully utilise environmental assets
4. Monitor performance	4.1 Use and/or develop evaluation and monitoring, tools and technology 4.2 Document and communicate outcomes to report on efficiency targets to key personnel and stakeholders 4.3 Evaluate strategies and improvement plans 4.4 Set new efficiency targets, and investigate and apply new tools

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ELEMENT	PERFORMANCE CRITERIA
	and strategies 4.5 Promote successful strategies and reward participants where possible

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1-1.4, 1.6, 1.7, 2.3, 3.1	• Identifies and analyses complex texts to determine legislative, regulatory and business requirements • Reviews reported information to evaluate workplace strategies and improvement practices
Writing	1.5, 1.6, 2.1, 2.2, 2.4, 3.1-3.3, 4.4, 4.5	• Documents findings of investigations from written and oral sources according to organisational requirements • Provides updates about progress using formats and language appropriate to the audience and context
Oral Communication	2.1, 2.2, 3.3-3.5, 4.4, 4.5	• Presents information and seeks advice using structure and language appropriate to audience • Participates in discussions using listening and questioning to elicit the views of others and to clarify or confirm understanding
Numeracy	1.5, 2.4, 3.1, 3.6, 4.4	• Analyses numerical information to measure usage and calculates metric measurements, quantities/ratios and financial data using appropriate tools
Navigate the world of work	1.1, 1.2	• Recognises and follows legislative requirements and organisational policies and procedures associated with own role
Interact with others	1.3, 2.1, 2.2, 3.3-3.5, 4.2, 4.4, 4.5	• Selects and uses appropriate conventions and protocols when communicating with internal and external stakeholders to seek or share information • Collaborates and consults with a range of stakeholders to achieve shared understanding of individual roles in meeting objectives
Get the work done	1.2, 1.4-1.7, 2.3, 2.4, 3.1, 3.2, 3.3, 3.5, 3.6, 4.1, 4.3, 4.4	• Develops plans to manage routine and non-routine tasks for own work group with an awareness of how they contribute to the broader organisation • Uses systematic, analytical processes to set

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		environmental targets, gather relevant information, identify and evaluate alternative approaches • Evaluates outcomes of decisions to identify opportunities for improvement • Uses the main features and functions of digital tools to complete work tasks and access information

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBSUS401 Implement and monitor environmentally sustainable work practices	BSBSUS301 Implement and monitor environmentally sustainable work practices	Recoded to meet AQF standards	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBSUS401 Implement and monitor environmentally sustainable work practices

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 2.0. Version created to better align unit to AQF level.

Performance Evidence

Evidence of the ability to:

- analyse information from a range of sources to identify current procedures, practices and compliance requirements in relation to environmental and resource sustainability
- consult and communicate with relevant stakeholders to seek input and encourage engagement with developing and implementing sustainability improvements, encourage feedback and suggestions and report on outcomes
- plan and organise work group activities to:
  - measure current resource usage
  - solve problems and generate ideas for improvements
  - evaluate and implement strategies to improve resource usage
  - plan, implement and integrate improvements into operations
  - meet environmental requirements
- apply continuous improvement approach to sustainability performance
- apply change management techniques to support sustainability performance.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- identify relevant internal and external sources of information and explain how they can be used to identify sustainability improvements

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- explain the compliance requirements for the work area with reference to legislation, regulations, codes of practice and workplace procedures that relate to environmental and resource issues
- outline common environmental and energy efficiency issues within the industry
- give examples of benchmarks for environmental and resource sustainability that are relevant to the organisation
- outline organisational systems and procedures that relate to environmental and resource sustainability improvements including:
  - supply chain, procurement and purchasing
  - quality assurance
  - making recommendations and seeking approvals

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the sustainability field of work and include access to:

- relevant legislation, regulations, standards and codes
- relevant workplace documentation and resources
- case studies or, where possible, real situations
- interaction with others.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational education and training legislation, frameworks and/or standards.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBWHS201 Contribute to health and safety of self and others

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to work in a manner that is healthy and safe in relation to self and others and to respond to emergency incidents. It covers following work health and safety (WHS) and emergency procedures and instructions, implementing WHS requirements and participating in WHS consultative processes.

It applies to individuals who require a basic knowledge of WHS to carry out work in a defined context under direct supervision or with some individual responsibility, in a range of industry and workplace contexts.

NOTE: The terms 'occupational health and safety' (OHS) and 'work health and safety' (WHS) are equivalent and generally either can be used in the workplace. In jurisdictions where the Model WHS *Act* has not been implemented RTOs are advised to contextualise the unit of competency by referring to the existing State/Territory OHS legislative requirements.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Regulation, Licensing and Risk – Work Health and Safety

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Work safely	1.1 Follow provided safety procedures and instructions when

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ELEMENT	PERFORMANCE CRITERIA
	working 1.2 Carry out pre start systems and equipment checks according to workplace procedures 1.3 Follow workplace procedures for responding to emergency incidents
2. Implement work safety requirements	2.1 Identify designated persons to whom queries and concerns about safety in the workplace should be directed 2.2 Identify existing and potential hazards in the workplace, report them to designated persons and record them according to workplace procedures 2.3 Identify and implement WHS procedures and work instructions 2.4 Identify and report emergency incidents and injuries to designated persons according to workplace procedures 2.5 Identify WHS duty holders and their duties for own work area
3. Participate in WHS consultative processes	3.1 Contribute to workplace meetings, inspections and other WHS consultative activities 3.2 Raise WHS issues with designated persons according to organisational procedures 3.3 Take actions to eliminate workplace hazards and reduce risks

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1, 1.2, 1.3, 2.1, 2.3, 2.4, 2.5	• Identifies and interprets information in relation to WHS and emergency incidents
Writing	1.2, 2.2, 2.4, 3.2	• Uses structures and language appropriate to audience and context in reports giving factual information
Oral Communication	2.2, 2.3, 2.4, 3.1, 3.2	• Uses structures and language appropriate to audience and context in reports, descriptions, opinions and explanations • Extracts meaning from reports,

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		descriptions, opinions and explanations
Navigate the world of work	1.1, 1.2, 1.3, 2.1,2.2, 2.3, 2.4, 2.5, 3.1, 3.2, 3.3	• Takes responsibility for following WHS legal requirements • Follows protocols and procedures related to own role • Seeks assistance from others when WHS issues are beyond scope of immediate responsibilities
Get the work done	1.1, 1.2, 1.3, 2.2, 2.3, 2.4, 3.1, 3.3	• Plans, organises and implements routine tasks in order to optimise health and safety • Selects and implements actions from predetermined procedures

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBWHS201 Contribute to health and safety of self and others	BSBWHS201A Contribute to health and safety of self and others	Updated to meet Standards for Training Packages Minor edits to clarify intent of performance criteria	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBWHS201 Contribute to health and safety of self and others

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- follow all relevant procedures and instructions relating to work health and safety (WHS) and emergency incidents
- identify and report hazards to designated personnel
- contribute to WHS consultative processes.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- explain workplace safety procedures and instructions including:
  - checking systems and equipment
  - conducting routine work operations
  - requirements for personal protective equipment (PPE)
  - how to report incidents and injuries
- explain emergency procedures including those for fires and incidents
- define the meaning of commonly used hazard signs and safety symbols
- summarise the duty holder responsibilities, as specified in WHS Acts, regulations and codes of practice, of:
  - self and fellow workers
  - persons conducting businesses or undertakings (PCBUs)
  - officers
  - others in the workplace
- explain the difference between hazards and risks

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- describe typical WHS hazards that may be present in the workplace, the harm they can cause and how this harm occurs
- outline the process of hazard identification and risk reduction.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced by individuals carrying out work health and safety duties in the workplace and include access to:

- relevant organisational policies, standard operating procedures and work instructions
- relevant Acts, regulations, codes of practice
- workplace tools, equipment and resources
- personal protective equipment appropriate to the role and work area.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBWHS301 Maintain workplace safety

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to implement and monitor the organisation’s work health and safety (WHS) policies, procedures and programs as part of a small work team.

The unit applies to individuals who have a key role in maintaining workplace safety in an organisation. In their role they closely monitor aspects of work associated with the safe delivery of products and services, and they have a responsibility for influencing safety in the workplace.

NOTE: The terms 'occupational health and safety' (OHS) and 'work health and safety' (WHS) are equivalent and generally either can be used in the workplace. In jurisdictions where the Model WHS Legislation has not been implemented RTOs are advised to contextualise the unit of competency by referring to the existing State/Territory OHS legislative requirements.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Regulation, Licensing and Risk – Work Health and Safety

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Assist with	1.1 Use WHS legislation as the basis for meeting the health and

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ELEMENT	PERFORMANCE CRITERIA
incorporating WHS policies and procedures into work team processes	safety requirements of a small work team 1.2 Assist in providing and clearly explaining information to the work team about the organisation's WHS policies, procedures, programs and legislative requirements 1.3 Assist in regularly providing and clearly explaining information to the work team about identifying hazards and risk assessment outcomes
2. Support participative arrangements for managing WHS	2.1 Implement and monitor organisational consultative procedures to facilitate participation of the work team in managing work area WHS 2.2 Deal promptly with issues raised through consultation according to organisational procedures for issue resolution 2.3 Encourage and assist work team members to contribute to managing WHS 2.4 Engage with individuals and work teams to identify and implement improvements in managing WHS feedback
3. Support the organisation's procedures for providing WHS training	3.1 Provide advice on WHS training needs of individuals and the work team 3.2 Provide advice on strategies and opportunities for developing work team's WHS competence 3.3 Provide coaching and mentoring assistance to work team members to support the effective development of individual and team WHS competence
4. Participate in identifying hazards, and assessing and controlling risks for the work area	4.1 Provide advice on hazards in the work area according to organisational policies and procedures, and WHS legal requirements 4.2 Support the implementation of procedures to control risks using the hierarchy of control and according to organisational procedures and WHS legal requirements 4.3 Identify and report inadequacies in existing risk control measures according to organisational procedures, the hierarchy of control and WHS legal requirements 4.4 Accurately complete and maintain WHS incident records in the work area according to organisational procedures and WHS legislative requirements

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Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1, 1.2, 1.3	• Interprets and analyses legislative and organisational documentation • Applies appropriate strategies to construct meaning from legislative and organisational documentation
Writing	1.2, 1.3, 4.3, 4.4	• Documents WHS information using required format and industry specific vocabulary
Oral communication	1.2, 1.3, 3.3	• Presents information using language appropriate to audience • Uses questioning and active listening to confirm understanding
Navigate the world of work	1.1, 1.2, 2.2, 4.1, 4.2, 4.3	• Follows policies, procedures and legislative requirements relevant to own role • Keeps up to date on changes to legislation or regulations relevant to own role
Interact with others	2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 4.1, 4.3, 4.4	• Selects appropriate communication protocols and conventions to provide information to others • Collaborates with others to achieve joint outcomes, playing an active role in facilitating effective group interaction, influencing direction and taking a leadership role on occasion • Beginning to provide feedback to others in forms they can engage with and respond to in the context of encouraging participative contributions
Get the work done	2.1, 2.2, 2.3, 2.4, 3.1, 3.2, 3.3, 4.1, 4.2, 4.3, 4.4	• Sequences and schedules activities, monitors implementation and manages relevant communication • Initiates standard procedures when responding to issues raised through consultation • Uses feedback to identify and implement opportunities improve arrangements for managing WHS issues to improvement

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Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
BSBWHS301 Maintain workplace safety	BSBWHS301A Maintain workplace safety	Updated to meet Standards for Training Packages Minor edits to clarify intent of performance criteria	Equivalent unit

Links

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Assessment Requirements for BSBWHS301 Maintain workplace safety

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- implement and monitor the organisation's work health and safety (WHS) policies and procedures
- identify hazards and assess and control risks
- assist in explaining and improving WHS policies, procedures and legislative requirements applicable to the organisation
- assist in explaining hazards identification and risk assessment outcomes to other team members
- implement and monitor consultation about WHS according to legislative and organisational requirements
- deal promptly with issues raised as a result of WHS consultation
- encourage work team to contribute to identifying and implementing improvements to WHS feedback
- assist others to develop WHS competence and provide advice on training needs
- complete WHS documentation.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- describe characteristics and composition of the work team
- describe procedures for identifying hazards and assessing and controlling associated risks to health and safety, including the hierarchy of control
- outline organisational WHS policies and procedures including those relating to risk management, fire, emergencies, evacuation, incident investigation and reporting

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- describe relevant Acts, regulations and codes of practice from all levels of government that impact on business operations, especially with regard to WHS and environmental issues, equal opportunity, industrial relations and anti-discrimination
- identify WHS aspects of other organisational systems and procedures.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced by individuals carrying out work health and safety duties in the workplace and include access to:

- safety processes relevant to the area of work
- organisational policies and procedures, standard operating procedures and plans
- WHS Acts, regulations, codes of practice, licensing requirements and standards
- appropriate office equipment and resources used in the identification and rectification of WHS compliance breaches.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBWHS401 Implement and monitor WHS policies, procedures and programs to meet legislative requirements

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package release 1.0

Application

This unit describes the skills and knowledge required to implement and monitor an organisation's work health and safety (WHS) policies, procedures and programs in the relevant work area in order to meet legislative requirements.

It applies to individuals with supervisory responsibilities for implementing and monitoring the organisation's WHS policies, procedures and programs in a work area. These individuals have a broad knowledge of WHS policies and contribute well developed skills in creating solutions to unpredictable problems through analysis and evaluation of information from a variety of sources. They provide supervision and guidance to others and have limited responsibility for the output of others.

NOTE: The terms 'occupational health and safety' (OHS) and 'work health and safety' (WHS) are equivalent and generally either can be used in the workplace. In jurisdictions where the Model WHS Legislation has not been implemented RTOs are advised to contextualise the unit of competency by referring to the existing State/Territory OHS legislative requirements.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Regulation, Licensing and Risk – Work Health and Safety

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the	*Performance criteria describe the performance needed to*

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ELEMENT	PERFORMANCE CRITERIA
essential outcomes.	*demonstrate achievement of the element.*
1. Provide information to the work team about WHS policies and procedures	1.1 Accurately explain to the work team relevant provisions of WHS Acts, regulations and codes of practice 1.2 Provide information about the organisation's WHS policies, procedures and programs, and ensure it is readily accessible to, and understandable by the work team 1.3 Regularly provide and clearly explain to the work team information about identified hazards and the outcomes of risk assessment and control
2. Implement and monitor participation arrangements for managing WHS	2.1 Communicate to workplace parties the importance of effective consultation mechanisms in managing health and safety risks in the workplace 2.2 Apply consultation procedures to facilitate participation of the work team in managing work area hazards 2.3 Promptly deal with issues raised through consultation, according to organisational consultation procedures and WHS legislative and regulatory requirements 2.4 Promptly record and communicate to the work team the outcomes of consultation over WHS issues
3. Implement and monitor organisational procedures for providing WHS training	3.1 Identify WHS training needs according to organisational requirements and WHS legislative and regulatory requirements 3.2 Make arrangements to meet WHS training needs of team members in consultation with relevant individuals 3.3 Provide workplace learning opportunities and coaching and mentoring assistance to facilitate team and individual achievement of identified WHS training needs 3.4 Identify and report to management the costs associated with providing training for work team, for inclusion in financial and management plans
4. Implement and monitor organisational procedures and legal requirements for identifying hazards and assessing and controlling risks	4.1 Identify and report on hazards in work area according to WHS policies and procedures and WHS legislative and regulatory requirements 4.2 Promptly action team member hazard reports according to organisational procedures and WHS legislative and regulatory requirements 4.3 Implement procedures to control risks using the hierarchy of control, according to organisational and WHS legislative requirements

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ELEMENT	PERFORMANCE CRITERIA
	4.4 Identify and report inadequacies in existing risk controls according to hierarchy of control and WHS legislative requirements 4.5 Monitor outcomes of reports on inadequacies, where appropriate, to ensure a prompt organisational response
5. Implement and monitor organisational procedures for maintaining WHS records for the team	5.1 Accurately complete and maintain WHS records of incidents of occupational injury and disease in work area, according to WHS policies, procedures and legislative requirements 5.2 Use aggregate information and data from work area records to identify hazards and monitor risk control procedures in work area

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1-1.3, 5.2	• Interprets and analyses complex WHS legislative and organisational texts
Writing	1.1-1.3, 2.3, 2.4, 3.1, 3.2, 3.4, 4.1, 4.4, 5.1	• Documents WHS legislative and organisational information using structure, layout and language suitable for audience • Records WHS issues and actions taken according to reporting requirements • Prepares and maintains required records using appropriate structure and vocabulary
Oral communication	1.1-1.3, 2.1, 2.4, 3.2, 3.3, 4.1, 4.4	• Provides WHS legislative and organisational information and advice using structure and language suitable for audience
Numeracy	3.4, 5.2	• Extracts, interprets and comprehends mathematical information in relation to training costs and risk management data
Navigate the world of work	1.1,1.2, 2.3, 3.1, 4.1-4.5, 5.1	• Takes responsibility for adherence to legal and regulatory responsibilities and organisational policies and procedures in relation to WHS • Keeps up to date on changes to WHS legislation or regulations and organisational policies and procedures
Interact with	2.2, 3.2, 3.3	• Selects and uses appropriate conventions and protocols to facilitate consultation or provide feedback

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others		• Initiates and contributes to facilitating consultative role, responding, explaining, clarifying and expanding on ideas and information as required • Collaborates with others to achieve individual and team outcomes
Get the work done	2.2, 3.2, 3.3, 4.1-4.5, 5.1	• Uses combination of formal, logical planning and intuitive understanding of context to identify relevant information and risks, and identify and evaluate alternative strategies • Uses formal decision-making processes, setting or clarifying goals, gathering information and identifying and evaluating choices against a set of criteria • Recognises and takes responsibility for reporting WHS risk control inadequacies • Uses formal and informal processes to monitor implementations of WHS solutions and reflect on outcomes

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBWHS401 Implement and monitor WHS policies, procedures and programs to meet legislative requirements	BSBWHS401A Implement and monitor WHS policies, procedures and programs to meet legislative requirements	Updated to meet Standards for Training Packages Minor edits to clarify intent of performance criteria	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBWHS401 Implement and monitor WHS policies, procedures and programs to meet legislative requirements

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- explain clearly and accurately to work team the relevant work health and safety (WHS) information including:
  - WHS legislative and organisational requirements
  - identified hazards and outcomes of risk assessment and control
- ensure that the team has access to information about WHS policies, procedures and programs in appropriate structure and language
- implement and monitor procedures according to organisational and legislative WHS requirements including:
  - consultation and communications to enable team members to participate in managing WHS risks and hazards
  - identifying WHS training needs and providing learning opportunities, coaching and mentoring as appropriate to needs
  - identifying, reporting and taking action on WHS hazards and risks
  - identifying and reporting inadequacies in existing risk controls and monitoring outcomes to ensure a prompt organisational response
  - reporting on the cost of WHS training
  - keeping WHS records
  - analysing aggregate WHS data to identify hazards and monitor risk control procedures in work area.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

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Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- outline the legal responsibilities and duties of managers, supervisors, persons conducting businesses or undertakings (PCBUs) and workers in relation to WHS risk management in the workplace
- identify key provisions of relevant WHS Acts, regulations and codes of practice that apply to the business and outline how they apply in the work area
- explain organisational policies and procedures relating to hazard identification, risk management, fire, emergency and evacuation, incident investigation and reporting
- explain the importance of effective consultation mechanisms in managing health and safety risks in the workplace
- explain how the hierarchy of control applies in the work area.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced by individuals carrying out work health and safety duties in the workplace and include access to:

- an actual workplace or simulated environment
- workplace equipment and resources
- examples of documents relating to workplace safety, hazard identification and risk assessment
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBWHS501 Ensure a safe workplace

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to establish, maintain and evaluate the organisation's work health and safety (WHS) policies, procedures and programs in the relevant work area, according to WHS legislative requirements. It takes a systems approach and addresses compliance with relevant legislative requirements.

This unit applies to managers working in a range of contexts who have, or are likely to have responsibility for WHS as part of their broader management role. It is relevant for people with obligations under WHS legislation, for example persons conducting a business or undertaking (PCBUs) or officers, as defined by relevant legislation.

NOTE: The terms 'occupational health and safety' (OHS) and 'work health and safety' (WHS) are equivalent and generally either can be used in the workplace. In jurisdictions where the Model WHS Legislation has not been implemented RTOs are advised to contextualise the unit of competency by referring to the existing State/Territory OHS legislative requirements.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Regulation, Licensing and Risk – Work Health and Safety

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*

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ELEMENT	PERFORMANCE CRITERIA
1 Establish a WHS management system in a work area	1.1 Locate, adapt, adopt and communicate WHS policies that clearly define the organisation's commitment to complying with WHS legislation 1.2 Identify duty holders and define WHS responsibilities for all workplace personnel in the work area according to WHS legislation, policies, procedures and programs 1.3 Identify and approve financial and human resources required by the WHS management system (WHSMS)
2 Establish and maintain effective and compliant participation arrangements for managing WHS in a work area	2.1 Work with workers and their representatives to set up and maintain participation arrangements according to relevant WHS legislation 2.2 Appropriately resolve issues raised through participation and consultation arrangements according to relevant WHS legislation 2.3 Promptly provide information about the outcomes of participation and consultation to workers and ensure it is easy for them to access and understand
3 Establish and maintain procedures for effectively identifying hazards, and assessing and controlling risks in a work area	3.1 Develop procedures for ongoing hazard identification, and assessment and control of associated risks 3.2 Include hazard identification at the planning, design and evaluation stages of any change in the workplace to ensure that new hazards are not created by the proposed changes and existing hazards are controlled 3.3 Develop and maintain procedures for selecting and implementing risk controls according to the hierarchy of control and WHS legislative requirements 3.4 Identify inadequacies in existing risk controls according to the hierarchy of control and WHS legislative requirements, and promptly provide resources to enable implementation of new measures 3.5 Identify requirements for expert WHS advice, and request this advice as required
4 Evaluate and maintain a work area WHS management system	4.1 Develop and provide a WHS induction and training program for all workers in a work area as part of the organisation's training program 4.2 Use a system for WHS record keeping to allow identification of patterns of occupational injury and disease in the organisation, and to maintain a record of WHS decisions made, including reasons for the decision 4.3 Measure and evaluate the WHSMS in line with the

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ELEMENT	PERFORMANCE CRITERIA
	organisation's quality systems framework 4.4 Develop and implement improvements to the WHSMS to achieve organisational WHS objectives 4.5 Ensure compliance with the WHS legislative framework to achieve, as a minimum, WHS legal requirements

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1, 1.2, 4.2, 4.3, 4.5	• Organises, evaluates and critiques ideas and information from WHS legislation, policies, procedures and programs
Writing	1.1, 2.3, 3.2, 3.5, 4.1, 4.2	• Produces WHS policies, procedures and programs • using appropriate vocabulary, grammatical structure and conventions to produce • Records WHS decisions according to organisational requirements
Oral communication	1.1, 2.1, 2.2, 2.3	• Presents and seeks information from others using structure and language suitable for the audience • Provides information on resolution of WHS issues varying level of technical vocabulary to suit audience
Numeracy	1.3	• Selects from, and applies, an expanding range of mathematical and problem solving strategies in identifying financial and human resources required
Navigate the world of work	1.1, 1.2, 2.1, 2.2, 3.3, 3.4, 4.5	• Monitors adherence to legal and regulatory rights and responsibilities for self and others in relation to WHS • Takes responsibility for developing, implementing and reviewing policies, procedures and processes in accordance with organisational and legislative requirements
Interact with others	1.1, 2.1, 2.3, 3.5	• Plays a lead role in situations requiring effective collaboration demonstrating the ability to guide discussions and negotiate agreeable outcomes • Provides feedback to others in forms they can

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		understand and use
Get the work done	1.1, 1.3, 2.1, 2.2, 2.3, 3.2, 3.3, 3.4, 3.5, 4.1, 4.2 4.3, 4.4, 4.5	• Develops plans or processes to manage relatively complex, WHS management tasks with an awareness of how they contribute to operational and strategic goals • Uses systematic, analytical processes, setting goals, gathering relevant information, and identifying and evaluating options against agreed criteria • Considers whether, and how, others should be involved, using consultative or collaborative processes as an integral part of the decision-making process • Uses digital systems and tools to enter, store and retrieve relevant information

Range of Conditions

This section specifies different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

WHS legislation must include:	• applicable Commonwealth and state or territory WHS Acts, regulations and codes of practice.

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBWHS501 Ensure a safe workplace	BSBWHS501A Ensure a safe workplace	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBWHS501 Ensure a safe workplace

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- establish, implement, maintain and evaluate a work health and safety (WHS) management system for a work area of an organisation in accordance with WHS legislation including policies, procedures and record keeping
- ensure organisational WHS compliance
- establish, implement, maintain and evaluate effective and compliant participation arrangements for managing WHS including identifying duty holders, identifying and approving the required resources and developing and implementing a training program
- establish, implement, maintain and evaluate procedures for effectively identifying hazards, and assessing and controlling risks using the hierarchy of risk control
- provide information and complete documentation for a WHS management system
- identify requirements for and request expert WHS advice.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- identify and detail relevant WHS Acts, regulations and codes of practice
- specify relevant WHS organisational policies, procedures, programs and practices
- explain hazard identification and risk-management processes
- describe the hierarchy of risk control and how it is applied in the workplace
- specify in-house and WHS legislative reporting requirements.

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Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced by individuals carrying out work health and safety duties in the workplace and include access to:

- organisational WHS policies and procedures
- WHS legislation, regulations and codes of practice
- case studies and, where possible, real situations
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBWHS601 Apply legislative frameworks for WHS

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to assist with providing advice about the legislative duties, rights and obligations of individuals and parties prescribed in Work Health and Safety (WHS) and other relevant legislation.

It applies to individuals who assist with providing advice about the WHS legislative duties, rights and obligations of individuals and parties in a workplace.

NOTE: The terms 'occupational health and safety' (OHS) and 'work health and safety' (WHS) are equivalent and generally either can be used in the workplace. In jurisdictions where the Model WHS Legislation has not been implemented RTOs are advised to contextualise the unit of competency by referring to the existing State/Territory OHS legislative requirements.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Regulation, Licensing and Risk – Work Health and Safety

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1 Assist with providing appropriate advice about legislative frameworks	1.1 Ensure assistance provided is appropriate to own job responsibilities and functions 1.2 Identify own limits of skills, knowledge and competence when

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ELEMENT	PERFORMANCE CRITERIA
relevant to WHS	providing assistance 1.3 Seek advice from or refer matters to legal advisors and others in situations where necessary
2 Assist with determining legislative frameworks relevant to WHS	2.1 Monitor current WHS legislation and other legislation, related documentation and other sources relevant to the organisation and its operations 2.2 Identify changes, amendments and emerging issues in legislation relevant to the organisation 2.3 Assist with determining current and future legal requirements relevant to WHS in the workplace 2.4 Assist with identifying, confirming, reviewing and updating the duties, rights and obligations of individuals and parties as specified in legislation 2.5 Communicate changes, amendments and emerging issues in legislation to individuals and parties 2.6 Seek advice from legal advisors and other sources where necessary
3 Assist with providing advice on compliance with legislative frameworks relevant to WHS	3.1 Assist with providing advice to individuals and parties about their compliance with duties, rights and obligations under WHS legislation and other legislation relevant to WHS 3.2 Assist with providing advice to individuals and parties about the functions, powers and exercise of powers of WHS and other relevant regulators
4 Assist with evaluating and implementing measures to comply with legislative frameworks relevant to WHS	4.1 Assist with assessing how the workplace complies with WHS and other relevant legislation 4.2 Assist with identifying the training needs of individuals and parties about duties, rights and obligations 4.3 Assist with developing, delivering and evaluating training to meet identified training needs and any legislative requirements for training 4.4 Assist with developing, implementing and evaluating changes to workplace procedures, activities, processes, policies and systems that will achieve compliance

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Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	2.1, 2.2, 2.3, 2.4, 4.1	• Interprets and critically analyses complex texts in relation to WHS legislation • Applies appropriate strategies to construct meaning from complex texts in relation to WHS legislation
Writing	2.4, 2.5, 2.6, 3.1, 3.2, 4.2, 4.3, 4.4	• Communicates complex relationships between ideas and information, matching style of writing to purpose and audience • Uses appropriate vocabulary, grammatical structure and conventions in texts about WHS legislation related issues
Oral communication	2.5, 2.6, 3.1, 3.2	• Provides compliance information or advice using language appropriate to the audience • Applies active listening and questioning skills to extract main ideas from oral texts around WHS legislation-related issues
Navigate the world of work	1.1-1.3, 2.1-2.5, 4.4	• Understands the nature and purpose of own role and associated responsibilities and how it contributes to the work of others • Modifies or develops organisational policies and procedures to comply with legislative requirements and organisation goals • Keeps up to date with changes to legislation or regulations relevant to own rights and responsibilities and considers implications of these when negotiating, planning and undertaking work related to provision of WHS advice
Interact with others	1.3, 2.5, 2.6, 3.1, 3.2, 4.3	• Selects appropriate communication protocols and conventions for working with WHS personnel and other stakeholders • Collaborates with others to achieve joint outcomes, playing an active role in facilitating effective group interaction, influencing direction and taking a leadership role on occasion • Forms connections with legal advisors and others who can contribute to effective outcomes
Get the work done	1.3, 2.6, 4.1, 4.2, 4.3, 4.4	• Takes responsibility for decisions about when and how to complete tasks and when to consult with legal advisors and others

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		• Systematically gathers and analyses all relevant information and evaluates options in order to assess compliance or identify training needs

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBWHS601 Apply legislative frameworks for WHS	BSBWHS601A Apply legislative frameworks for WHS	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBWHS601 Apply legislative frameworks for WHS

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- identify own competence limits and scope for providing advice about legislative frameworks relevant to work health and safety (WHS) seeking assistance from legal advisors and others where necessary
- assist with determining legislative frameworks relevant to WHS by monitoring relevant legislation and other documentation
- identify and effectively communicate to relevant stakeholders the current, emerging and future legislative requirements and issues in relation to the organisation including duties, rights and obligations of individuals and parties
- assist with providing advice on compliance with WHS and other legislative frameworks relevant to WHS, including advice on regulator functions, powers and exercise of powers
- assist with evaluating and implementing measures to comply with legislative frameworks relevant to WHS, including addressing required training and changes required to achieve compliance.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- describe duties, rights and obligations of individuals and parties as specified in relevant WHS legislation and where this information is located in WHS legislation
- identify effective consultation and participation processes
- identify existing work health and safety information system (WHSIS) or other workplace information systems
- describe functions and powers of the WHS regulator, and how they are exercised

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- describe objectives and principles underpinning WHS legislation and related legislation
- describe relationship between the WHS Act, regulations, codes of practice, standards and guidance material, and other legislation relevant to WHS
- explain relevant sections of Commonwealth and state or territory WHS Acts, regulations, codes of practice, standards, guidance material and other instruments
- identify sources of information about WHS legislation and related legislation
- explain systematic approaches to managing and complying with WHS legislation
- identify workplace policies, procedures, activities, processes and systems that will achieve compliance with WHS legislation and related legislation.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced by individuals carrying out work health and safety duties in the workplace and include access to:

- relevant Acts, regulations, codes of practice, standards and guidance material
- workplace documentation including policies and procedures
- reports from other parties consulted in ensuring compliance with required legislation
- case studies and, where possible, real situations
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBWOR501 Manage personal work priorities and professional development

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to create systems and process to organise information and prioritise tasks.

It applies to individuals working in managerial positions who have excellent organisational skills. The work ethic of individuals in this role has a significant impact on the work culture and patterns of behaviour of others as managers at this level are role models in their work environment.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Unit Sector

Industry Capability – Workplace Effectiveness

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Establish personal work goals	1.1 Serve as a positive role model in the workplace through personal work planning 1.2 Ensure personal work goals, plans and activities reflect the organisation's plans, and own responsibilities and accountabilities 1.3 Measure and maintain personal performance in varying work conditions, work contexts and when contingencies occur

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ELEMENT	PERFORMANCE CRITERIA
2. Set and meet own work priorities	2.1 Take initiative to prioritise and facilitate competing demands to achieve personal, team and organisational goals and objectives 2.2 Use technology efficiently and effectively to manage work priorities and commitments 2.3 Maintain appropriate work-life balance, and ensure stress is effectively managed and health is attended to
3. Develop and maintain professional competence	3.1 Assess personal knowledge and skills against competency standards to determine development needs, priorities and plans 3.2 Seek feedback from employees, clients and colleagues and use this feedback to identify and develop ways to improve competence 3.3 Identify, evaluate, select and use development opportunities suitable to personal learning style/s to develop competence 3.4 Participate in networks to enhance personal knowledge, skills and work relationships 3.5 Identify and develop new skills to achieve and maintain a competitive edge

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Learning	3.1, 3.2, 3.3, 3.4, 3.5	• Investigates and uses a range of strategies to develop personal competence
Reading	1.2, 3.1, 3.2	• Analyses and interprets textual information from organisational policies and practices or feedback to inform personal development planning
Writing	3.2	• Uses feedback to prepare reports that summarise ways to improve competence
Oral Communication	3.2	• Uses active listening and questioning to seek and receive feedback
Navigate the world of work	1.2, 2.1	• Understands how own role contributes to broader organisational goals • Considers organisational protocols when planning own career development

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Interact with others	1.1, 3.2, 3.4	• Selects and uses appropriate conventions and protocols when communicating with diverse stakeholders • Uses interpersonal skills to establish and build positive working relationships with others
Get the work done	1.1, 1.2, 1.3, 2.1, 2.2, 2.3, 3.1	• Plans and prioritises tasks in order to meet deadlines, manage role responsibilities and to manage own personal welfare • Identifies and uses appropriate technology to improve work efficiency

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBWOR501 Manage personal work priorities and professional development	BSBWOR501B Manage personal work priorities and professional development	Updated to meet Standards for Training Packages Minor edits to clarify Performance Criteria	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBWOR501 Manage personal work priorities and professional development

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- use business technology to create and use systems and processes to organise and prioritise tasks and commitments
- measure and maintain personal work performance including assessing competency against competency standards and seeking feedback
- maintain an appropriate work-life balance to manage personal health and stress
- participate in networks
- develop a personal development plan which includes career objectives and an action plan
- develop new skills.

Note: if a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- explain principles and techniques involved in the management and organisation of:
  - performance measurement
  - personal behaviour, self-awareness and personality traits identification
  - a personal development plan
  - personal goal setting
  - time
- discuss management development opportunities and options for self
- describe methods for achieving a healthy work-life balance
- outline organisation’s policies, plans and procedures
- explain types of learning style/s and how they relate to the individual
- describe types of work methods and practices that can improve personal performance.

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Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the industry capability - workplace effectiveness field of work and include access to:

- workplace equipment and resources
- case studies and, where possible, real situations
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBWRK411 Support employee and industrial relations procedures

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to communicate and implement industrial relations policies and procedures to effectively represent organisations/employers.

It applies to individuals who work in support positions, assisting others in dealing with industrial relations conflicts and issues.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Workforce Development – Workplace Relations

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Communicate and implement organisation's industrial relations policies and procedures	1.1 Source and disseminate relevant legislation, agreements, policies and procedures to relevant persons and groups 1.2 Implement agreements, policies and procedures according to site, enterprise and statutory requirements 1.3 Support strategies to effectively communicate with relevant persons and groups on industrial relations matters 1.4 Promote the organisation's industrial relations procedures to

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ELEMENT	PERFORMANCE CRITERIA
	relevant persons and groups 1.5 Represent the organisation appropriately in discussions with key stakeholders
2. Assist in minimising industrial relations conflict	2.1 Monitor the implementation of industrial relations policies and procedures 2.2 Process documentation and report to management and other relevant parties about potential industrial relations conflicts 2.3 Support managers to contain industrial relations conflicts and deal with grievances and disputes, within limits of own authority 2.4 Work with employees to resolve personal grievances and prevent escalation of industrial relations conflicts 2.5 Work under supervision to source specialist industrial relations expertise
3. Enhance industrial relations	3.1 Trial and implement strategies to monitor the implementation of the organisation's industrial relations policies and procedures 3.2 Implement strategies to facilitate feedback on the industrial climate 3.3 Implement strategies to strengthen relationships with relevant persons and groups 3.4 Provide information and feedback to management on industrial relations 3.5 Provide information and advice to relevant persons and groups

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1, 1.2, 2.1, 2.2, 3.1	• Comprehends and analyses complex texts from a variety of sources and records to determine relevance to requirements or review implementation of strategies
Writing	1.1, 1.2, 2.1, 2.2, 3.4, 3.5	• Prepares required documents using language and structure appropriate to purpose and audience

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Oral Communication	1.1-1.5, 2.2, 2.4, 2.5, 3.4, 3.5	• Presents information and seeks advice using language and non-verbal features appropriate to audience and context • Participates in discussions using listening and questioning to elicit the views of others and to clarify or confirm understanding
Navigate the world of work	1.2, 1.4, 1.5, 2.1, 2.3, 3.1	• Follows policies, procedures and legislative requirements and identifies implications of new legislation or regulation for self and others • Understands responsibilities and limits of own role
Interact with others	1.1, 1.3-1.5, 2.2-2.5, 3.2-3.5	• Selects and uses appropriate conventions and protocols when communicating with co-workers in a range of work contexts • Collaborates and cooperates with others to achieve required outcomes • Uses effective strategies to moderate conflict and negotiate solutions
Get the work done	1.1, 2.1-2.3, 2.5, 3.1, 3.4, 3.5	• Plans and organises tasks required to achieve required outcomes, seeking advice from others when necessary • Makes a range of critical and non-critical decisions in relatively complex situations

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBWRK411 Support employee and industrial relations procedures	BSBWRK411A Support employee and industrial relations procedures	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBWRK411 Support employee and industrial relations procedures

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- locate information required to identify relevant legislation, agreements, policies and procedures in relation to industrial matters
- use effective communication techniques to support the resolution of workplace grievances and conflicts
- provide accurate written and oral advice about industrial matters
- use strategies to monitor and gather feedback on the implementation of industrial relations policies and procedures.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- outline relevant industrial relations policies and procedures
- summarise grievance resolution policy and procedures
- describe relevant legislation, codes of practice and national standards
- describe the relevant state/territory and federal industrial relations systems
- identify sources of expert advice.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the workforce development – workplace relations field of work and include access to:

- relevant legislation, regulations, standards and codes
- relevant workplace policies and procedures

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- case studies and, where possible, real situations
- interaction with others.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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BSBWRT301 Write simple documents

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to plan, draft and finalise a basic document.

It applies to individuals who apply a broad range of competencies in various work contexts and may exercise some discretion and judgement to produce a range of workplace documentation.

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of publication.

Unit Sector

Communication – Writing

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1 Plan document	1.1 Determine audience and purpose for the document 1.2 Determine the format and structure 1.3 Establish key points for inclusion 1.4 Identify organisational requirements 1.5 Establish method of communication 1.6 Establish means of communication

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ELEMENT	PERFORMANCE CRITERIA
2 Draft document	2.1 Develop draft document to communicate key points 2.2 Obtain and include any additional information that is required
3 Review document	3.1 Check draft for suitability of tone for audience, purpose, format and communication style 3.2 Check draft for readability, grammar, spelling, and sentence and paragraph construction 3.3 Check draft for sequencing and structure 3.4 Check draft to ensure it meets organisational requirements 3.5 Ensure draft is proofread, where appropriate, by supervisor or colleague
4 Write final document	4.1 Make and proofread necessary changes 4.2 Ensure document is sent to intended recipient 4.3 File copy of document in accordance with organisational policies and procedures

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1-1.3, 3.1-3.4, 4.1	• Recognises and interprets a variety of text to determine and confirm task requirements • Proofreads documents checking for grammar, spelling, structure, and suitability of style and format for audience
Writing	2.1, 2.2, 3.1-3.5, 4.1	• Produces and edits basic documents, according to organisational requirements, for a given audience and purpose
Oral Communication	2.2, 3.5	• Uses listening and questioning skills to seek additional information or confirmation of task completion
Navigate the world of work	1.4, 3.4, 4.3	• Understands and complies with organisational policies and procedures

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Interact with others	2.2, 3.5	• Follows accepted communication practices and protocols when seeking information or feedback from others
Get the work done	1.1-1.6, 2.1, 2.2, 3.4, 3.5, 4.1-4.3	• Takes responsibility for planning, sequencing and prioritising tasks to achieve required outcomes • Uses the main features and functions of digital tools to complete work tasks

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**
BSBWRT301 Write simple documents	BSBWRT301A Write simple documents	Updated to meet Standards for Training Packages	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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Assessment Requirements for BSBWRT301 Write simple documents

Modification History

Release	Comments
Release 1	This version first released with BSB Business Services Training Package Version 1.0

Performance Evidence

Evidence of the ability to:

- plan, draft and finalise three different simple documents that accurately convey the required basic information in a format suitable for the intended audience and in accordance with organisational policies and procedures for document production.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- identify the process for checking basic grammar, spelling and punctuation
- describe different communication methods
- describe how audience, purpose and method of communication influence the tone of a document.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in the communication – writing field of work and include access to:

- office equipment and resources to assist in document production
- organisational policies and procedures
- examples of documents to review.

Assessors must satisfy NVR/AQTF assessor requirements.

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=11ef6853-ceed-4ba7-9d87-4da407e23c10

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CHCORG627B Provide mentoring support to colleagues

Modification History

Not Applicable

Unit Descriptor

Descriptor	This unit describes the knowledge and skills required to act as a mentor to other individuals in the industry or workplace

Application of the Unit

Application	The skills described in this unit may be applied across a range of community services workplace contexts

Licensing/Regulatory Information

Not Applicable

Pre-Requisites

Not Applicable

Employability Skills Information

Employability Skills	This unit contains Employability Skills

Elements and Performance Criteria Pre-Content

Elements define the essential outcomes of a unit of	The Performance Criteria specify the level of performance required to demonstrate achievement of the

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competency.	Element. Terms in italics are elaborated in the Range Statement.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Establish a relationship with *mentoree*	1.1 Use effective communication styles to develop trust, confidence and rapport 1.2 Make agreements on how the mentoring relationship will be conducted including: • the amount of time involved for both parties • confidentiality of information • scope of issues to be covered 1.3 Discuss and clarify expectations and goals with mentoree
2. Offer mentoring support	2.1 Assist the mentoree to identify and evaluate options to achieve agreed goals 2.2 Share personal experiences and knowledge with the mentoree to assist in progress towards agreed goals 2.3 Encourage the mentoree to make decisions and take responsibility for courses of action or solutions under consideration 2.4 Provide supportive advice and assistance in a manner that allows mentoree to retain responsibility for achievement of their own goals 2.5 Recognise and openly discuss *changes in the mentoring relationship* 2.6 Make adjustments to the relationship to take account of the needs of both mentor and mentoree

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level required for this unit.

Essential knowledge:

The candidate must be able to demonstrate essential knowledge required to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include:

- Communication skills in relation to listening supportively, questioning, providing feedback constructively, challenging limitations and non-verbal communication
- Significant knowledge and experience of the area of practice in which the mentoree operates

Essential skills:

It is critical that the candidate demonstrate the ability to:

- Apply understanding of the role and benefits of mentoring
- Use significant workplace knowledge and experience to assist another individual to achieve his or her agreed goals
- Demonstrate application of effective communication styles

In addition, the candidate must be able to effectively do the task outlined in elements and performance criteria of this unit, manage the task and manage contingencies in the context of the identified work role

These include the ability to:

- Demonstrate application of understanding of mentoring, its role and potential benefits
- Demonstrate application of communication skills including:
  - listening supportively
  - questioning
  - providing feedback constructively
  - challenging limitations
  - non-verbal communication

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Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the Performance Criteria, Required Skills and Knowledge, the Range Statement and the Assessment Guidelines for this Training Package.

Critical aspects for assessment and evidence required to demonstrate this unit of competency:	• The individual being assessed must provide evidence of specified essential knowledge as well as skills • Assessment must ensure activities are conducted over a period of time in which the candidate provides mentoring support for a less experienced colleague
Access and equity considerations:	• All workers in community services should be aware of access, equity and human rights issues in relation to their own area of work • All workers should develop their ability to work in a culturally diverse environment • In recognition of particular issues facing Aboriginal and Torres Strait Islander communities, workers should be aware of cultural, historical and current issues impacting on Aboriginal and Torres Strait Islander people • Assessors and trainers must take into account relevant access and equity issues, in particular relating to factors impacting on Aboriginal and/or Torres Strait Islander clients and communities
Context of and specific resources for assessment:	• This unit can be assessed independently, however holistic assessment practice with other community services units of competency is encouraged
Method of assessment:	• Assessment methods must be chosen to ensure that mentoring skills can be practically demonstrated • Methods must include assessment of knowledge as well as practical skills and may include, for example: • evaluation of reports detailing mentoring

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EVIDENCE GUIDE

	activities undertaken by the candidate (taking account of confidentiality issues) • interview with the mentoree to evaluate the mentor's skills • oral or written questions to assess knowledge of the key concepts of mentoring • review of portfolio's of evidence and third party workplace reports of on-the-job performance by the candidate

Range Statement

RANGE STATEMENT

The Range Statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Add any essential operating conditions that may be present with training and assessment depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts.

Mentoree may work within the same or different organisations as the mentor and:	• The mentoring process may apply to any area of organisation or professional endeavour
	• Expectation and goals for mentoring may include:
	  • acquisition of specific skills
	  • progress with overall development
	  • individual professional and personal development

Changes in the mentoring relationship may include:	• Inability of one party to continue participation • Identification of a need for assistance from others with different skills • Achievement of goals and decision to conclude the relationship • Changes in the dynamic of the relationship

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Unit Sector(s)

Not Applicable

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CPPSEC4005A Facilitate workplace briefing and debriefing processes

Modification History

Not Applicable

Unit Descriptor

Unit descriptor

This unit of competency specifies the outcomes required to lead and manage a briefing or debriefing. It requires the ability to source and integrate information into a suitable format, use effective interpersonal skills to encourage positive contributions, follow up and action findings and prepare documentation.

This unit may form part of the licensing requirements for persons responsible for implementing briefing and debriefing processes in anticipation of and response to security risk incidents in those states and territories where these are regulated activities.

Application of the Unit

Application of the unit

This unit of competency has application in those work roles involving the conduct of briefing and debriefing processes in internal or external workplace environments. Competency requires legal and operational knowledge applicable to relevant sectors of the security industry. The knowledge and skills described in this unit are to be applied within relevant legislative and organisational guidelines.

Licensing/Regulatory Information

Refer to Unit Descriptor

Pre-Requisites

Not Applicable

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Employability Skills Information

Employability skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.

Performance criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the required skills and knowledge section and/or the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1 Plan and prepare for briefing or debriefing.	1.1 Applicable provisions of ***legislative*** and ***organisational requirements*** relevant to ***briefing*** and ***debriefing*** procedures and processes are identified and complied with. 1.2 Briefing or debriefing is ***planned and prepared*** in accordance with organisational procedures. 1.3 ***Content and format*** is determined appropriate to the briefing or debriefing. 1.4 ***Location*** of briefing or debriefing is determined and confirmed in accordance with organisational procedures. 1.5 ***Relevant persons*** are notified of briefing or debriefing in accordance with organisational procedures.
2 Conduct briefing or debriefing.	2.1 Purpose and structure of the briefing or debriefing is outlined and discussed. 2.2 Effective ***interpersonal techniques*** are used to elicit and encourage contribution and discussion. 2.3 Briefings or debriefings are conducted in a systematic manner. 2.4 Briefings or debriefings are revised and modified as required to meet individual requirements. 2.5 ***Feedback techniques*** are used to ensure the needs of relevant persons are identified.

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ELEMENT	PERFORMANCE CRITERIA
	2.6 Limitations in conducting briefings or debriefings are identified and assistance is sought as required in accordance with organisational procedures.
3 Conclude briefing or debriefing.	3.1 Briefing or debriefing findings are summarised and presented to relevant persons for review and ***subsequent action*** in accordance with organisational procedures.
	3.2 Presented information uses clear and concise language and meets organisational standards of style, format and accuracy.
	3.3 Areas of concern related to the well-being of relevant persons are identified and appropriate action implemented in accordance with organisational procedures.
	3.4 Follow up meetings with relevant persons are scheduled as required to review findings from briefing or debriefing.
	3.5 Review of briefing or debriefing processes identifies areas for improvement and recommendations for future practice.
	3.6 Documentation is completed and securely maintained with due regard to confidentiality requirements in accordance with organisational procedures.

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge and their level required for this unit.

Required skills

- accurately document briefing and debriefing outcomes and maintain records
- calculate and estimate support requirements
- coaching and mentoring to provide support to colleagues
- communicate clearly in a group setting
- demonstrate ethical and professional behaviour
- evaluate and review briefings and debriefings
- facilitate group discussions and apply effective questioning techniques
- identify and comply with applicable legal and procedural requirements
- interpret and follow instructions and procedures
- manage group processes and monitor group dynamics
- observe and accurately record and report information
- operate business equipment and technology
- participate in review and debrief procedures

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REQUIRED SKILLS AND KNOWLEDGE

- plan own work priorities
- prepare a briefing and debriefing plan
- provide feedback and encourage contributions from group members
- record, report and process information
- relate to people from a range of social, cultural and ethnic backgrounds and of varying physical and mental abilities
- use active listening.

Required knowledge

- applicable legislative and other legal provisions
- briefing and debriefing techniques
- documentation, reporting and reviewing and debriefing processes
- observation and monitoring techniques
- principles of AS/NZS 4360: 2004 Risk management and related guidelines
- principles of effective communication including interpersonal techniques
- problem-solving methods and techniques
- reporting, documentation requirements and processes
- teamwork principles and strategies
- time management principles
- training methods and strategies
- types of potential security risks.

Evidence Guide

EVIDENCE GUIDE

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Critical aspects for assessment and evidence required to demonstrate competency in this unit

A person who demonstrates competency in this unit must be able to provide evidence of:

- evaluating and reflecting upon the effectiveness of the briefing and debriefing sessions and completing appropriate reports and documentation
- providing a safe environment to conduct the briefing and debriefing, and responding promptly to any identified risk or threat to personal safety of self and others
- selecting and using suitable interpersonal methods and strategies to facilitate effective discussion, and eliciting and

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encouraging team and individual contributions in a constructive and positive way
- structuring workplace briefing and debriefing sessions to incorporate suitable content and format to meet identified personnel and stress management requirements.

Context of and specific resources for assessment

Context of assessment includes:

- a setting in the workplace or environment that simulates the conditions of performance described in the elements, performance criteria and range statement.

Resource implications for assessment include:

- access to plain English version of relevant statutes and procedures
- access to a registered provider of assessment services
- access to a suitable venue and equipment
- assessment instruments including personal planner and assessment record book
- work schedules, organisational policies and duty statements.

Reasonable adjustments must be made to assessment processes where required for people with disabilities. This could include access to modified equipment and other physical resources, and the provision of appropriate assessment support.

Method of assessment

This unit of competency could be assessed using the following methods of assessment:

- observation of processes and procedures
- questioning of underpinning knowledge and skills.

Guidance information for assessment

Assessment processes and techniques must be culturally appropriate and suitable to the language, literacy and numeracy capacity of the candidate and the competency being assessed. In all cases where practical assessment is used, it should be combined with targeted questioning to assess the underpinning knowledge.

Oral questioning or written assessment may be used to assess underpinning knowledge. In assessment situations where the candidate is offered a choice between oral questioning and written assessment, questions are to be identical.

Supplementary evidence may be obtained from relevant authenticated correspondence from existing supervisors, team leaders or specialist training staff.

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Range Statement

RANGE STATEMENT

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Legislative requirements may relate to:

- apprehension and powers of arrest
- Australian standards and quality assurance requirements
- counter-terrorism
- crowd control and control of persons under the influence of intoxicating substances
- force continuum, use of force guidelines
- general 'duty of care' responsibilities
- inspection of people and property, and search and seizure of goods
- licensing or certification requirements
- privacy and confidentiality
- relevant commonwealth, state and territory legislation, codes and national standards for:
  - anti-discrimination
  - cultural and ethnic diversity
  - environmental issues
  - equal employment opportunity
  - industrial relations
  - Occupational Health and Safety (OHS)
- relevant industry codes of practice
- trespass and the removal of persons.

Organisational requirements may relate to:

- access and equity policies, principles and practices
- business and performance plans
- client service standards
- code of conduct, code of ethics
- communication and reporting procedures
- complaint and dispute resolution procedures
- emergency and evacuation procedures
- employer and employee rights and responsibilities
- OHS policies, procedures and programs
- own role, responsibility and authority
- personal and professional development
- privacy and confidentiality of information

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	• quality assurance and continuous improvement processes and standards • resource parameters and procedures • roles, functions and responsibilities of security personnel • storage and disposal of information.
***Briefings* may be planned**:	• at regular intervals • prior to implementation of changes within the organisation or operational activities • prior to undertaking operational activities • prior to undertaking training • prior to undertaking workplace projects and other work-related activities • when significant changes are anticipated at an incident.
***Debriefings* may be planned**:	• after a meeting or event • after changes to the organisation or operational activities • at a convenient time after the incident • at regular intervals • at shift change-overs • immediately after an incident • when incident personnel have been relieved • when personnel return to their home base.
***Planning and preparation* may relate to**:	• adequacy of initial briefing • analysis of performance against aims and objectives • analysis of planning • analysis of reports and other documentation • assessment of response strategies • brief and debrief checklist • communications • control and command • fatalities, injuries, loss, damage • incident background • incident response • location and timing • methodology • notification of participating personnel • purpose and subject matter • resources committed to the incident • strategies to improve response.
***Content and format* may be**:	• collaborative • descriptive or illustrative • facilitator-led

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	• level of language used • problem based.
***Location* may be determined**:	• according to the timing of the brief and debrief which may be before, during or following an activity under non-operational or operational conditions • encourages comfort, confidentiality and confidence • must be accessible, non-threatening.
***Relevant persons* may include**:	• human resource personnel • industry and government agencies • security personnel • steering committees • supervisor • training personnel.
Interpersonal techniques may involve:	• active listening • being non-judgemental • being respectful and non-discriminatory • constructive feedback • control of tone of voice and body language • culturally aware and sensitive use of language and concepts • demonstrating flexibility and willingness to negotiate • effective verbal and non-verbal communication • maintaining professionalism • providing sufficient time for questions and responses • reflection and summarising • two-way interaction • use of plain English • use of positive, confident and cooperative language.
***Feedback techniques* may include**:	• comments from supervisors, personnel or clients • formal and informal performance appraisals • personal, reflective behaviour strategies • workplace assessment.
***Subsequent action* may include**:	• changes to work schedules • disciplinary action • recommendation of professional development activities • reporting to other organisations or authorised personnel • review of organisational policies • review of procedures.

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Unit Sector(s)

Unit sector Security

Competency field

Competency field Security and risk management

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CSCSAS001 Maintain security

Modification History

Release	Comments
1	This unit was released in CSC Correctional Services Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to CSCSAS201A Maintain security. • PC 1.2 and 2.4 removed • PC1.3 revised

Application

This unit describes the skills required to follow security procedures and maintain security of information.

This unit applies to those working in detention centres, correctional centres or prisons, community corrections officers, justice administration offices and on work sites where detainees or offenders are under statutory supervision. With contextualisation this unit may apply to those working in other work environments.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to, particularly those related to security.

Those undertaking this unit work with moderate support at all times and undertake tasks with a limited number of familiar steps.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Safety and security

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Follow security procedures	1.1 Identify all security and emergency procedures relevant to own work role. 1.2 Implement relevant security procedures according to the level of risk. 1.3 Alert work group members and relevant personnel using appropriate equipment and terminology for emergency warnings. 1.4 Report potential breaches of security and/or faults to appropriate authority. 1.5 Participate in the routine review of security procedures and responses according to own level of responsibility.
2. Maintain security of information	2.1 Maintain up-to-date and accurate records in a form accessible to authorised personnel. 2.2 Relay relevant information to authorised personnel on the movement and circumstances of offenders. 2.3 Respond to requests for information promptly and according to agreed procedures, ensuring information is accurate, relevant and complete.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

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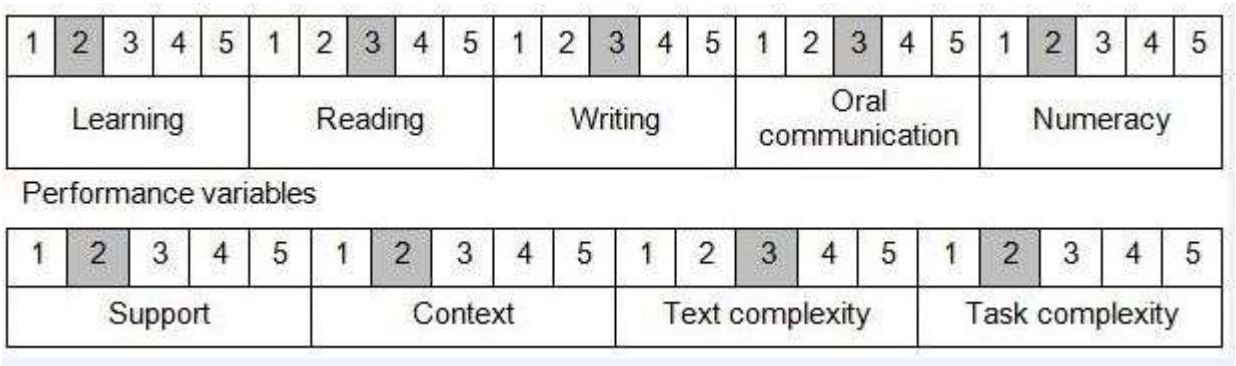
ACSF levels indicative of performance:



Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide http://www.govskills.com.au/guides/correctional-services/foundation-skills-guide on the GSA website.

Unit Mapping Information

Supersedes and is equivalent to CSCSAS201A Maintain security.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

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Assessment Requirements for CSCSAS001 Maintain security

Modification History

Release	Comments
1	These Assessment Requirements were released in CSC Correctional Services Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements revised

Please refer to the advice in the CSC Assessment Guide.

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least two occasions.

- using equipment for the purpose and in the manner intended and authorised
- operating and checking routine activities and equipment for security factors
- using information systems

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- organisation's values, objectives, policies and procedures related to security
- risks factors related to security
- duty of care responsibilities and requirements

Assessment Conditions

Valid assessment of this unit requires access to a workplace environment or one that closely resembles normal work practice and replicates the range of security conditions likely to be encountered by an individual working alone and as part of a team.

This unit has been identified by industry as suitable for holistic assessment with:

- CSCORG002 Communicate effectively

Refer to advice in the CSC Assessment Guide http://www.govskills.com.au/guides/correctional-services/assessment-guide.

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Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

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CSCSAS005 Contain incidents that jeopardise safety and security

Modification History

Release	Comments
1	This unit was released in CSC Correctional Services Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to CSCSAS205A Contain incidents that jeopardise safety and security.

Application

This unit describes the skills required to respond to and contain incidents that jeopardise safety and security.

This unit applies to those working in detention centres, correctional centres or prisons, community corrections offices, justice administration offices and on work sites where detainees, prisoners or offenders are under statutory supervision. With contextualisation this unit may apply to those working in other work environments.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to, particularly those related to security.

Those undertaking this unit work independently with support to perform routine tasks in a moderate range of familiar and less familiar contexts. The role requires teamwork, communication and simple inferencing skills.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Safety and security

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Respond to incidents	1.1 Identify the possible causes of incidents and assess them for relevance to the security and safety of people and the environment. 1.2 Respond to incidents confidently and appropriately, according to agreed procedures. 1.3 Request assistance clearly and promptly. 1.4 Use security equipment and technology according to instructions and procedures.
2. Contain incidents	2.1 Monitor situation for potential causes of conflict and harmful behaviour. 2.2 Use communication and negotiation strategies that prevent escalation of incidents. 2.3 Provide clear, accurate and comprehensive information to assist decision making. 2.4 Select response and action designed to minimise risk and preserve the safety and security of all involved. 2.5 Apply necessary level of force that complies with organisational policy to establish control and maintain security. 2.6 Provide accurate and clear reports promptly.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

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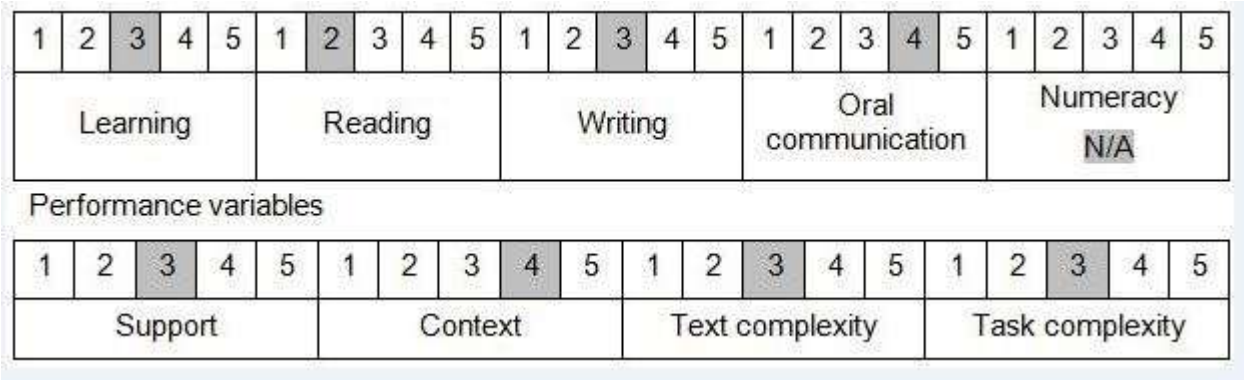
ACSF levels indicative of performance:



Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide http://www.govskills.com.au/guides/correctional-services/foundation-skills-guide on the GSA website.

Unit Mapping Information

Supersedes and is equivalent to CSCSAS205A Contain incidents that jeopardise safety and security.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

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Assessment Requirements for CSCSAS005 Contain incidents that jeopardise safety and security

Modification History

Release	Comments
1	These Assessment Requirements were released in CSC Correctional Services Training Package release 1.0 and meet the Standards for Training Packages.

Please refer to the advice in the CSC Assessment Guide.

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least two occasions.

- assessing risks to safety and security and applying appropriate procedure
- using effective communication techniques to deal with aggressive and uncooperative people
- applying strategies to prevent escalation of incidents
- using security, restraint and first aid equipment
- using surveillance and observation techniques
- recording observations and completing written and oral reports on incidents

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- organisation’s policies and procedures related to responding to incidents
- effective communication
- negotiation strategies
- first aid techniques
- principles of cooperative teamwork
- duty of care

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Assessment Conditions

This unit contains knowledge which may be assessed off the job, for example, in a structured learning process, and performance outcomes which should be assessed ideally in the workplace in routine activities and in conjunction with other units with specific functional focus.

Valid assessment of this unit requires a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when containing incidents, including coping with difficulties, irregularities and breakdowns in routine.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

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CSCSAS010 Conduct searches

Modification History

Release	Comments
1	This unit was released in CSC Correctional Services Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to CSCSAS303A Conduct searches.

Application

This unit describes the skills required to search the environment, property and people to detect breaches of security, orders and safety.

This unit applies to those working in detention centres, correctional centres and prisons and on work sites or in accommodation or activities where offenders are under statutory supervision requiring the prohibition of specific substances and objects.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to, particularly those related to searching property and people.

Those undertaking this unit generally work independently, drawing upon support from familiar resources.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Safety and security

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Search environment and property	1.1 Define the search operation and task information and communicate this to relevant people. 1.2 Use communication strategies to promote cooperation and effective search outcomes. 1.3 Establish the security of the environment and property according to search procedures and safety considerations. 1.4 Identify and use correct search equipment. 1.5 Conduct search according to standard operating procedures. 1.6 Seize and record unauthorised items and secure these according to procedures. 1.7 Return authorised items in the condition found. 1.8 Complete reports promptly, accurately and in the required format.
2. Search people	2.1 Monitor offenders and their contacts to detect unauthorised concealment. 2.2 Inform relevant people of the purpose and procedures to be used in searches. 2.3 Ensure searching of people complies with organisational policies and procedures and principles of humane care. 2.4 Secure unauthorised items according to procedures and concern for the safety and welfare of all involved. 2.5 Provide clear, accurate and comprehensive information to relevant people.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

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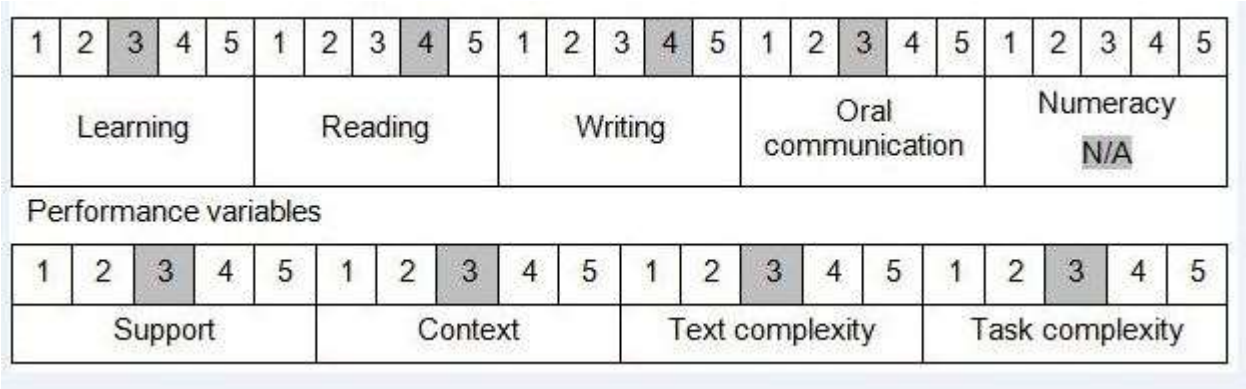
ACSF levels indicative of performance:



Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide http://www.govskills.com.au/guides/correctional-services/foundation-skills-guide on the GSA website.

Unit Mapping Information

Supersedes and is equivalent to CSCSAS303A Conduct searches.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

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Assessment Requirements for CSCSAS010 Conduct searches

Modification History

Release	Comments
1	These Assessment Requirements were released in CSC Correctional Services Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements revised

Please refer to the advice in the CSC Assessment Guide.

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least two occasions.

- using safe, thorough and systematic search techniques
- documenting and reporting outcomes of search procedures
- providing clear and respectful communication to people about search purpose and process

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- organisation's policies, procedures and legal requirements related to conducting searches of environment, property and people
- organisation's policies, procedures and legal requirements related to identification and confiscation of unauthorised and illegal objects and substances
- effective search techniques
- work health and safety policies related to hazards associated with searches
- communication principles relevant to promoting cooperation, cultural considerations related to conducting searches
- evidence protection, chain of evidence and secure handling
- code of conduct
- duty of care
- prohibited objects and substances
- possible concealment areas

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Assessment Conditions

Assessment of this unit can be applied using a combination of training outcomes and performance in the workplace, with the principal evidence developed through performance in routine work functions in the workplace.

Evidence needs to be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and/or apply the principles in a different situation or change of environment. Where this unit specifies performance in areas with unpredictable and risk implications, assessment in simulations should be used as well as retrospective documentation and observation of performance working with high risk offenders and in a range of different environments where searches occur.

This unit has been identified by industry as suitable for holistic assessment with:

- CSCSAS001 Maintain security
- PUALAW001B Protect and preserve an incident scene

Refer to advice in the CSC Assessment Guide http://www.govskills.com.au/guides/correctional-services/assessment-guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

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CSCSAS013 Manage conflict through negotiation

Modification History

Release	Comments
1	This unit was released in CSC Correctional Services Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to CSCSAS306A Manage conflict through negotiation. • PC 3.3 and 3.4 wording revised

Application

This unit describes the skills required to assess conflict, negotiate solutions and evaluate responses.

This unit applies to those working in detention centres, correctional centres or prisons, community corrections offices, justice administration offices and on work sites where detainees, prisoners or offenders are under statutory supervision.

The language used in this unit implies an institutional setting. Adaptation of the language will be necessary to reflect the practices of non-institutional settings and work sites. Customisation should occur through the introduction of specific organisation security equipment, functions and procedures.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to, particularly those related to security.

Those undertaking this unit work independently drawing upon support from familiar and unfamiliar resources.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Safety and security

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Assess conflict	1.1 Anticipate possible conflict situations and select appropriate response to prevent escalation. 1.2 Evaluate responses to conflict against legal requirements and organisational procedures. 1.3 Identify situations requiring assistance and support and request assistance promptly.
2. Negotiate resolution	2.1 Use strategies to resolve conflict that comply with organisational policies and procedures. 2.2 Use negotiation techniques that maintain positive interaction and divert and minimise aggressive behaviour. 2.3 Use communication techniques that are effective in ensuring mutual understanding. 2.4 Ensure negotiation styles take into account social and cultural differences. 2.5 Confirm mutual agreement to strategies and required outcomes with all relevant people.
3. Evaluate responses	3.1 Evaluate and review effectiveness of response according to legal and organisational requirements. 3.2 Provide accurate and constructive observations of incidents when reviewing and debriefing the situation. 3.3 Provide and maintain records and reports. 3.4 Recognise effects of stress in self and manage these using recognised stress management techniques.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

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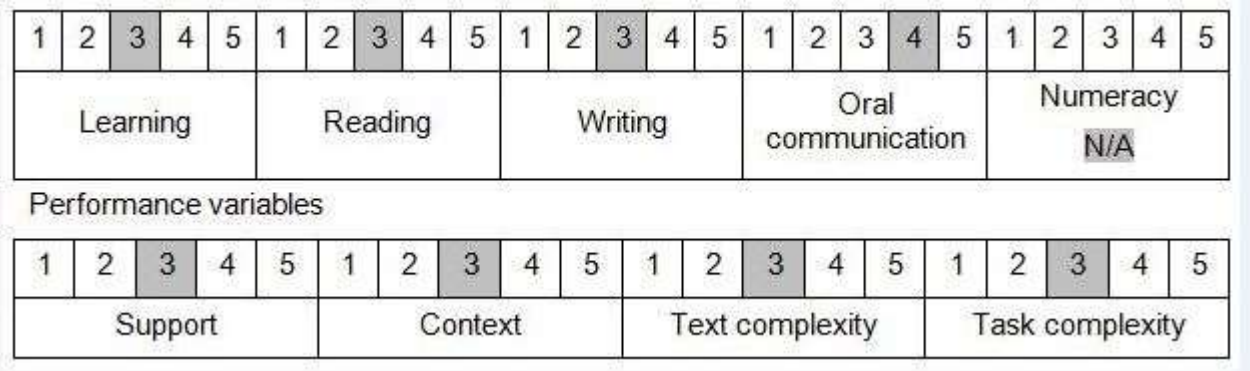
ACSF levels indicative of performance:



Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide http://www.govskills.com.au/guides/correctional-services/foundation-skills-guide on the GSA website.

Unit Mapping Information

Supersedes and is equivalent to CSCSAS306A Manage conflict through negotiation.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

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Assessment Requirements for CSCSAS013 Manage conflict through negotiation

Modification History

Release	Comments
1	These Assessment Requirements were released in CSC Correctional Services Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements revised

Please refer to the advice in the CSC Assessment Guide.

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least two occasions.

- interpreting and estimating level of conflict and degree of risk
- using effective communication and negotiation skills, especially under pressure, to calm, distract or change focus
- using observation techniques
- writing records and reports of incidents
- providing verbal warnings and clear directions and instructions
- using communication systems to request assistance if needed

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- legal requirements and organisation’s policies and procedures related to use of force, duty of care
- principles of effective communication and use of communication techniques under pressure
- negotiation techniques
- response options that are most effective for the degree and nature of risk
- stress management techniques

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Assessment Conditions

Assessment of this unit can be applied using a combination of training outcomes and performance in the workplace, with the principal evidence developed through performance in routine work functions in the workplace. Where this unit specified performance in areas with unpredictable and high risk implications, assessment in simulations should be used as well as retrospective documentation and observation of performance working with high risk offenders.

Evidence needs to be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and/or apply the principles in a different situation or change of environment.

Valid assessment of this unit requires a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when managing conflict through negotiation, including coping with difficulties, irregularities and breakdowns in routine.

This unit has been identified by industry as suitable for holistic assessment with:

- CSCORG002 Communicate effectively
- CSCORG003 Prepare reports
- CSCSAS007 Operate central monitoring station

Refer to advice in the CSC Assessment Guide http://www.govskills.com.au/guides/correctional-services/assessment-guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

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CSCSAS015 Manage threatening behaviour

Modification History

Release	Comments
1	This unit was released in CSC Correctional Services Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to CSCSAS402B Manage threatening behaviour. • PC 2.5 and 2.13 added

Application

This unit describes the skills required to use communication to establish control and apply defensive control strategies.

This unit applies to those working in detention centres, correctional centres or prisons, community corrections offices, justice administration offices and on work sites where detainees, prisoners or offenders are under statutory supervision.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to, particularly those related to use of force.

Those undertaking this unit work mostly independently, drawing upon support from a range of established and new resources.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Safety and security

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Use communication to establish control	1.1 Adopt a position and stance designed to increase control and confidence and minimise provocation and aggressive response. 1.2 Use communication techniques that focus the attention and concentration of the person in controlled directions. 1.3 Use communication strategies that provide clear instructions and options aimed at reducing escalation of reaction. 1.4 Use communication methods that engage the person in positive responses. 1.5 Use non-verbal messages and body language that avoid provocation and aggressive messages. 1.6 Use continuous and calming communication to provide distraction and personalised engagement. 1.7 Defuse negative provocation and confrontation with the use of confident and positive proposals and alternatives.
2. Apply defensive control strategies	2.1 Observe and monitor people using threatening behaviour, assess all relevant indications for degree and nature of risk. 2.2 Observe and monitor the environment for factors which will contribute to or moderate the risks identified. 2.3 Observe and assess the behaviour of people for the cause and potential escalation of aggression. 2.4 Explain options for cooperation clearly and positively and support them when cooperation is given. 2.5 Request assistance if available. 2.6 Select defensive control tactics appropriate for the nature of the threat and the degree of risk. 2.7 Select defensive control tactics that are designed to protect the safety and welfare of all involved. 2.8 Use physical restraint or deflection in a manner that is proportional to the risk and which minimises injury and loss of human dignity. 2.9 Use restraint or deflection according to the policies and procedures of the organisation. 2.10 Use verbal strategies to de-escalate tensions and re-establish personal interaction. 2.11 Use search or isolation to remove any remaining risks and maintain safety and security of those involved.

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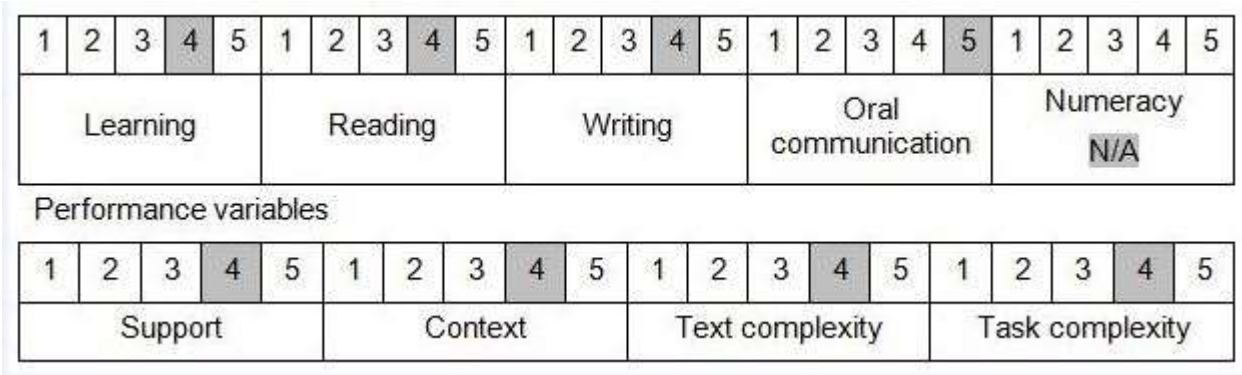
	2.12 Consult and take advice from specialist support and advisers. 2.13 Provide and maintain records and reports.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:



Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide http://www.govskills.com.au/guides/correctional-services/foundation-skills-guide on the GSA website.

Unit Mapping Information

Supersedes and is equivalent to CSCSAS402B Manage threatening behaviour.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

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Assessment Requirements for CSCSAS015 Manage threatening behaviour

Modification History

Release	Comments
1	These Assessment Requirements were released in CSC Correctional Services Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements revised

Please refer to the advice in the CSC Assessment Guide.

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least two occasions.

- interpreting and estimating level of conflict and degree of risk
- using effective communication and negotiation skills, especially under pressure, to calm, distract or change focus
- using observation techniques
- writing records and reports on incidents
- providing warnings and clear directions and instructions
- using communication systems to request assistance

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- legal requirements and organisation’s policies and procedures related to use of force
- duty of care
- organisation’s delegations, accountability and reporting processes related to critical incidents
- principles of effective communication and use of communication techniques under pressure
- negotiation techniques
- response options that are most effective for the degree and nature of risk
- stress management techniques

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- specialist support

Assessment Conditions

Assessment of this unit can be applied using a combination of training outcomes and performance in the workplace, with the principal evidence developed through performance in routine work functions in the workplace. Where this unit specified performance in areas with unpredictable and high risk implications, assessment in simulations should be used as well as retrospective documentation and observation of performance working with offenders.

Evidence needs to be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and/or apply the principles in a different situation or change of environment.

This unit has been identified by industry as suitable for holistic assessment with:

- CSCORG003 Prepare reports
- CSCORG002 Communicate effectively
- CSCSAS013 Manage conflict through negotiation

Refer to advice in the CSC Assessment Guide http://www.govskills.com.au/guides/correctional-services/assessment-guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

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CSCSAS019 Determine response to security risks

Modification History

Release	Comments
1	This unit was released in CSC Correctional Services Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to CSCSAS502A Determine response to security risks.

Application

This unit describes the skills required to assess incidents and determine response options.

This unit applies to those working an institutional setting. Adaptation of the language will be necessary to reflect the practices of non-institutional settings and work sites. Customisation should occur through the introduction of specific organisation security equipment, functions and procedures.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to, particularly those related to security, risk management and response.

Those undertaking this unit work autonomously drawing upon support from a broad range of source. The role requires moderately sophisticated research, communication and evaluation skills.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Safety and security

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Assess incidents	1.1 Identify incidents and determine responses according to use of force guidelines, legal responsibilities and organisational procedures. 1.2 Collect information about incidents from a range of different sources to allow reliable assessment of risk. 1.3 Identify causes of incidents and assess them for degree of security risk. 1.4 Maintain communication to provide accurate and relevant information to all parties.
2. Determine response options	2.1 Evaluate responses and select them to maximise safety of people according to legal requirements and organisational procedures. 2.2 Determine the need to take action to reduce the degree of risk according to delegations and organisational procedures. 2.3 Give priority in responses to the safety and protection of all people involved in the incident and reducing the possible escalation of the incident and risk factors. 2.4 Adjust or discontinue responses according to changing circumstances and use of force guidelines. 2.5 Identify situations requiring assistance and request support promptly.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

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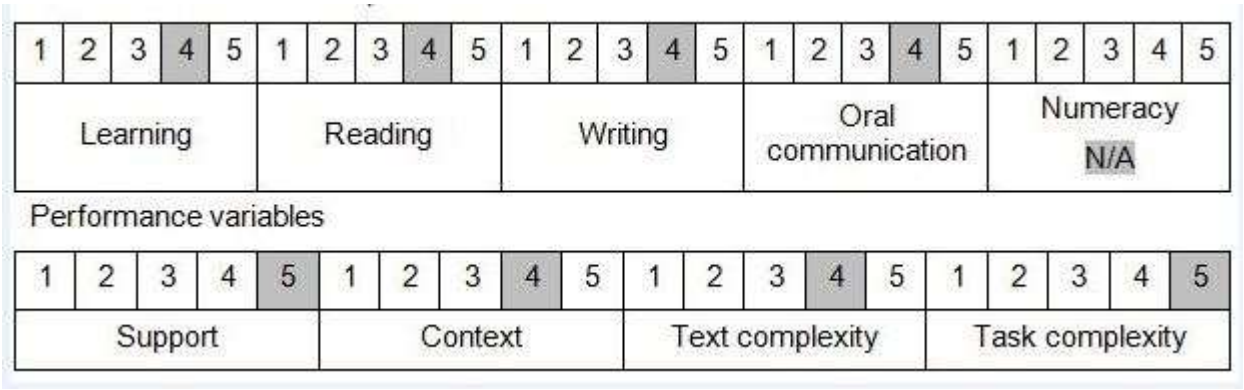
ACSF levels indicative of performance:



Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide http://www.govskills.com.au/guides/correctional-services/foundation-skills-guide on the GSA website.

Unit Mapping Information

Supersedes and is equivalent to CSCSAS502A Determine response to security risks.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

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Assessment Requirements for CSCSAS019 Determine response to security risks

Modification History

Release	Comments
1	These Assessment Requirements were released in CSC Correctional Services Training Package release 1.0 and meet the Standards for Training Packages.

Please refer to the advice in the CSC Assessment Guide.

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least two occasions.

- interpreting and complying with legal and procedural requirements
- selecting response options within specified legal and strategic limits
- selecting response options that are most effective for the objective
- using communication to reduce the level of threat or conflict
- using communication to give clear, accurate and concise information
- using security equipment
- identifying current and potential risk factors and their impact on the incident or situation
- working as part of a team
- reviewing response strategies and making adjustments according to changing circumstances

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate and/or the AQF level of the qualification being undertaken.

- legislative requirements covering use of force, duty of care, use of restraint, use of arrest and use of defensive weapons
- organisation’s policies and procedures related to emergency response, use of weapons, use of restraint, incident management, recording and reporting
- principles of effective communication and use of interpersonal techniques, especially under pressure
- principles of problem solving
- team roles and responsibilities, delegations, chain of command and accountability

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- use of security equipment
- surveillance and observation techniques
- alarms and signals
- principles of cooperative teamwork

Assessment Conditions

Valid assessment of this unit requires a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered by an individual responsible for assessing incidents and determining appropriate responses to security risks as part of a coordinated team, including coping with difficulties, irregularities and changes to routine.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

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CSCTRA001 Maintain security during escort

Modification History

Release	Comments
1	This unit was released in CSC Correctional Services Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is not equivalent to CSCTRA201A Maintain security during escort. • Elements 2 and 3 revised to reflect work role

Application

This unit describes the skills required to identify prisoner escort requirements, prepare to escort and escort prisoners.

This unit applies to those working in roles supervising secure transport of prisoners in prisoner transport vehicles. Working as part of a coordinated team is integral to the role.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to, particularly those related to prisoner transport.

Those undertaking this unit work with moderate support, drawing upon familiar support resources and direction from colleagues.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Transport and escort

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Identify prisoner escort requirements	1.1 Check and confirm the requirements for escorts and organise resources and equipment according to escort plan and duty instructions. 1.2 Identify special needs requiring additional resources, and make and report adjustments to escort plans. 1.3 Ensure that all information relevant to the escort is gathered and made available to escort team. 1.4 Provide clear, accurate information to prisoners to address concerns and problems and promote cooperation.
2. Prepare prisoners for escort	2.1 Check and confirm the identification of all prisoners to be escorted against authorised information. 2.2 Check and confirm prisoner property, files, security equipment and all resources needed to accompany prisoners. 2.3 Confirm the classification and conditions of prisoners and note any special needs. 2.4 Search prisoners according to procedures, taking account of prisoner's sex, health and safety requirements. 2.5 Search vehicle and check all equipment is working. 2.6 Check and confirm escort requirements against the escort plan. 2.7 Check and confirm itinerary and route against movement plans and special needs and adjustments. 2.8 Advise relevant people of movements of prisoners and complete necessary records. 2.9 Apply restraint techniques according to assignment instructions and legal requirements.
3. Escort prisoner	3.1 Monitor the safety and welfare of prisoners during transport and authorised activities using vehicle surveillance equipment and dynamic security methods. 3.2 Maintain communication with base and locations using communication equipment. 3.3 Use conflict management strategies to minimise risk to safety and welfare, disruption to the itinerary and escalation of conflict. 3.4 Ensure that response to accidents, injuries, damage and incidents maintains the safety, security and welfare of staff, prisoners and the public. 3.5 Report incidents promptly according to the nature and urgency of

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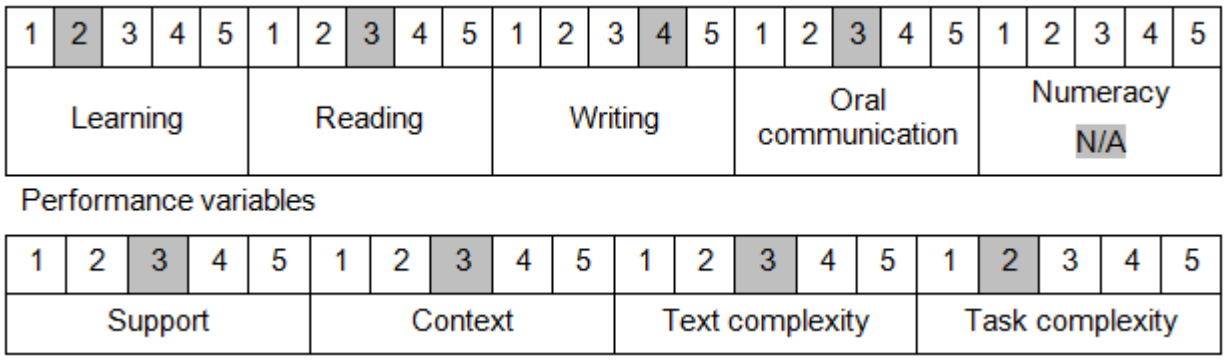
	the incident. 3.6 Complete reports and documentation in the format and time required. 3.7 Transfer prisoners, property and files to receiving agencies to ensure the continuation of care and security.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:



Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide http://www.govskills.com.au/guides/correctional-services/foundation-skills-guide on the GSA website.

Unit Mapping Information

Supersedes and is not equivalent to CSCTRA201A Maintain security during escort.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

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Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

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Assessment Requirements for CSCTRA001 Maintain security during escort

Modification History

Release	Comments
1	These Assessment Requirements were released in CSC Correctional Services Training Package release 1.0 and meet the Standards for Training Packages. Assessment requirements created.

Please refer to the advice in the CSC Assessment Guide.

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least two occasions.

- performing in both routine and non-routine circumstances
- following the procedures for prisoner escorts in real and simulated situations

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- organisational requirements regarding the maintenance of prisoner security during escort as defined by:
  - operating procedures, regulations and requirements regarding escorting offenders
  - offender information system
  - procedures and code of conduct relating to the use of restraint and force
  - principles of duty of care defined in policies and procedures
  - procedures and delegations for use of safety and security equipment when escorting clients
  - emergency procedures that relate to escorting offenders
- general vehicle maintenance and mechanical knowledge to check vehicle prior to departure

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Assessment Conditions

Evidence for assessment must be gathered over time in a range of contexts to ensure the person can achieve the unit outcome and apply the competency in different situations or environments.

Valid assessment of this unit requires:

- a license to drive the vehicles used in prison escorts
- a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered by an individual responsible for maintaining security during escorts as part of a coordinated team, including coping with difficulties, irregularities and changes to routine.

This unit has been identified by industry as suitable for holistic assessment with:

- CSCOFM004 Protect the safety and welfare of vulnerable offenders
- CSCSAS001 Maintain security
- CSCSAS008 Maintain security system
- CSCSAS010 Conduct searches

Refer to advice in the CSC Assessment Guide http://www.govskills.com.au/guides/correctional-services/assessment-guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=114e25cd-3a2c-4490-baae-47d68dcd2fde

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CUAWRT401 Edit texts

Modification History

Release	Comments
Release 1	This version first released with CUA Creative Arts and Culture Training Package version 2.0.

Application

This unit describes the skills and knowledge required to refine and amend text to enhance clarity of written communication, taking into account the needs of the readership, the author's intention, available resources and the type of publication.

It applies to individuals working in contexts such as book publishing, magazines and journals, corporate, online media, government, not-for-profit organisations or freelance editing.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

Communication – Writing

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Prepare to edit written content	1.1 Clarify scope of editing tasks, including timelines with relevant personnel 1.2 Determine style or tone appropriate to the publication 1.3 Identify factors that have implications for the way content will be edited 1.4 Identify enterprise or government styles guides, general and specialist dictionaries and grammar references to support editing

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ELEMENT	PERFORMANCE CRITERIA
2. Enhance clarity of written communication	2.1 Amend text to make language clear and structure logical 2.2 Check language level is appropriate to target audience 2.3 Check tone is consistent with theme and purpose of the communication 2.4 Review punctuation, grammar and syntax to ensure clarity of meaning and ease of reading 2.5 Check text for potentially offensive, defamatory or bigoted language 2.6 Identify areas where content is unclear and amend to preserve integrity of the author's voice 2.7 Amend text for consistency where additional information has been incorporated 2.8 Mark up text according to industry or enterprise procedures 2.9 Adopt safe ergonomic practices when using equipment for long periods of time
3. Finalise editing process	3.1 Check accuracy of references and organise copyright clearances as required 3.2 Finalise format and placement of visual material as required In consultation with relevant personnel 3.3 Submit final edited material to relevant personnel by agreed deadline 3.4 Evaluate editing process, assessing own performance and noting areas for future improvement

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Learning	3.4	• Has an awareness of self as learner and takes responsibility for learning in this routine context
Reading	1.1, 1.2, 1.4, 2.1-2.9, 3.1, 3.2	• Interprets and analyses complex texts for accuracy, clarity and appropriateness for a particular audience • Applies appropriate strategies, including proofreading

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		skills to support understanding of a range of complex texts
Writing	1.1, 1.3, 2.1-2.9, 3.1, 3.2, 3.4	• Communicates complex relationships between ideas and information with an understanding of audience or reader needs, expectations and the application of non-discriminatory language • Applies correct grammar, syntax, spelling and punctuation, and displays knowledge of appropriate publishing and presentation formats employing broad vocabulary, grammatical structure and conventions appropriate to text
Oral Communication	1.1, 3.2, 3.3	• Participates in verbal exchanges and discussions of complex ideas by using listening and questioning techniques • Uses clear language to express understandings and opinions
Numeracy	1.1	• Calculates time required for a given editing task
Navigate the world of work	2.9, 2.10	• Complies with organisational requirements in relation to document editing • Follows work health and safety (WHS) legislation as required • Checks information sources and copyright issues that contribute to generating text-based content
Interact with others	1.1, 3.2, 3.3	• Recognises and applies appropriate communication protocols in consultation with others • Presents information in a way easily understood by others
Get the work done	1.1-1.4, 2.1-2.9, 3.1-3.4	• Adopts a logical and methodical approach to the process of clarifying scope, style and possible implications for editing • Adopts a consistent approach to the process of reviewing and amending content to achieve clear language and logical structure, meeting deadlines as required • Uses standard word processing applications to write material

Unit Mapping Information

Code and title current version	**Code and title previous version**	**Comments**	**Equivalence status**

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Code and title current version	Code and title previous version	Comments	Equivalence status
CUAWRT401 Edit texts	CUFWRT401A Edit texts	Updated to meet Standards for Training Packages. Minor edits to performance criteria.	Equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1db201d9-4006-4430-839f-382ef6b803d5

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Assessment Requirements for CUAWRT401 Edit texts

Modification History

Release	Comments
Release 1	This version first released with CUA Creative Arts and Culture Training Package version 2.0.

Performance Evidence

Evidence of the ability to:

- edit text material for publication that enhances clarity of original text while adhering closely to the author's voice
- logically structure edited material and maintain consistency when integrating additional material
- employ tone and language consistent with target audience and purpose of communication
- mark up text using industry or enterprise procedures
- employ a sound knowledge of grammar, punctuation and syntax and access relevant style guides and dictionaries
- evaluate own work and editing process for improvement.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- describe design principles involved in integration of visuals and text
- describe industry or enterprise text mark-up procedures
- describe copyright clearance procedures
- outline features of text that may indicate defamation, vilification or breaches of privacy
- outline health and safety requirements as they relate to working for periods of time on screens and keyboards.

Assessment Conditions

Assessment must be conducted in a safe environment where evidence gathered demonstrates consistent performance of typical activities experienced in creative arts industry environments. The assessment environment must include access to:

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- texts appropriate for editing
- legislation and codes of practice relevant to media
- variety of information sources
- software packages.

Assessors of this unit must satisfy the requirements for assessors in applicable vocational educational and training legislation, frameworks and/or standards.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=1db201d9-4006-4430-839f-382ef6b803d5

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ICTICT103 Use, communicate and search securely on the internet

Modification History

Release	Comments
Release 1	This version first released with ICT Information and Communications Technology Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to connect to the internet, securely send and receive emails, search the internet using web browsers and interact securely and in a socially responsible manner with a range of different internet sites.

It applies to individuals who use business technology to perform a range of routine tasks in the workplace or home office with limited responsibility.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

General ICT

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Connect to and access the internet	1.1 Connect to internet via existing internet connection and confirm functionality 1.2 Open internet browser and set home page of personal choice by setting internet options 1.3 Ensure internet browser software security 1.4 Adjust display of the internet browser to suit personal requirements

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ELEMENT	PERFORMANCE CRITERIA
	1.5 Modify toolbar to meet user and internet browser needs 1.6 Access a particular website, note privacy and other conditions of use, and retrieve data 1.7 Use socially responsible behaviour when sharing information on the internet 1.8 Enter uniform resource locator (URL) in address line of internet browser
2. Use email for communications	2.1 Open email application package, create new email message and add addressees 2.2 Compose text of an email message according to organisational guidelines, and spell check and edit text as required 2.3 Create and add an automatic signature for the user 2.4 Attach files to email message where required 2.5 Determine and set priority and send email message 2.6 Reply to and forward a received message using available features 2.7 Open and save an attachment to the relevant folder 2.8 Search for, sort and save email message using available settings 2.9 Adjust email accounts to restrict and quarantine possible email security problems 2.10 Print email message as required
3. Search the internet	3.1 Review organisational guidelines on internet access 3.2 Open internet application and locate and access a search engine on the internet, and define search expressions based on data required 3.3 Enter appropriate key words into the search engine to locate desired information 3.4 Refine a search depending on outcomes of original search 3.5 Save search expression results and present them in a report according to information requirements 3.6 Create a bookmark within the internet browser or a link for the required web page for the key results 3.7 Save key results in a bookmark folder 3.8 Modify internet browser options for printing and print a

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ELEMENT	PERFORMANCE CRITERIA
	web page 3.9 Close internet browser
4. Access and use consumer specific sites on the internet	4.1 Identify, access and review information specific sites to gain consumer information 4.2 Identify and use internet application sites to lodge details and gain access and information 4.3 Access and use online forms on the internet
5. Undertake online transactions	5.1 Access online transaction site 5.2 Ensure security of transaction site 5.3 Enter required information into fields on merchant's website 5.4 Ensure pop-up dialog boxes, prompts or feedback mechanisms are completed 5.5 Enter, check and make changes to preferred transaction options 5.6 Complete online transaction 5.7 Record and archive receipts according to business processes 5.8 Close down and leave transaction process
6. Conduct an advanced search	6.1 Use search tools and advanced search features 6.2 Use Boolean search techniques when required to enhance the search 6.3 Use multiple or meta-search tools with a range of key words 6.4 Use search engines particular to a field of knowledge to refine the outcome 6.5 Access related virtual community sites and newsgroups, and note their objectives and operational arrangements 6.6 Conduct a search with domain names to refine the search
7. Use information that has been located	7.1 Cross reference information found by using several websites to determine accuracy of information 7.2 Check date that website was last updated or properties of website to determine currency of information 7.3 Determine website authority by looking at copyright statements, privacy statements and organisational information 7.4 Save and print information found in different file forms

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Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

Skill	Performance Criteria	Description
Reading	1.1-1.3, 1.6, 2.1, 2.6-2.8, 3.1, 3.2, 4.1-4.3, 5.1, 5.2, 5.4, 5.5, 6.5, 7.1-7.3	• Interprets textual information and instructions to efficiently undertake the task
Writing	2.1-2.3, 3.5, 5.3, 5.4, 5.7	• Uses required format to accurately enter information specific to requirements • Composes short and specific messages using format, grammar and language appropriate to audience
Navigate the world of work	1.7	• Understands main responsibilities and boundaries of own role
Get the work done	1.1-1.8, 2.1, 2.3-2.10, 3.2-3.9, 4.1-4.3, 5.1-5.8, 6.1-6.6, 7.4	• Plans routine tasks with familiar goals and outcomes, taking limited responsibility for decisions regarding sequencing • Understands the purpose and specific functions of common digital tools used in work contexts • Recognises and responds to common operational problems when using web browsers • Takes responsibility for routine low-impact decisions within familiar situations • Implements basic security requirements related to own tasks

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
ICTICT103 Use, communicate and search securely on the internet	ICAICT103A Use, communicate and search securely on the internet	Updated to meet Standards for Training Packages	Equivalent unit

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a53af4e4-b400-484e-b778-71c9e9d6aff2

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Assessment Requirements for ICTICT103 Use, communicate and search securely on the internet

Modification History

Release	Comments
Release 1	This version first released with ICT Information and Communications Technology Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- connect to and access the internet
- send and receive emails
- secure internet access and email communications
- use search tools to locate information
- use different internet search techniques
- research and select appropriate website
- undertake online transactions
- assess the accuracy, currency, authority and reliability of the site and information located.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must :

- list basic technical terminology related to reading help files and prompts
- describe the basics of copyright and privacy statements
- explain different types of messages that occur, including error messages and messages to install plug-ins
- list different types of search engines and web browsers
- list procedures for using email applications
- list procedures for evaluating and assessing the authority, reliability and authenticity of information
- outline internet search functions
- describe internet speed and traffic loads related to times of accessing the internet
- describe the makeup and structure of internet addresses

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- list organisational guidelines on internet and email use (web etiquette or netiquette)
- describe business process related to online transactions
- describe web browser update techniques
- explain what key words and bookmarks are used for.

Assessment Conditions

Gather evidence to demonstrate consistent performance in conditions that are safe and replicate the workplace. Noise levels, production flow, interruptions and time variances must be typical of those experienced in the general information and communications technology (ICT) industry, and include access to:

- a personal computer or digital device with internet
- search engines currently used in industry
- organisational policies on internet usage.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a53af4e4-b400-484e-b778-71c9e9d6aff2

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ICTICT203 Operate application software packages

Modification History

Release	Comments
Release 1	This version first released with ICT Information and Communications Technology Training Package Version 1.0.

Application

This unit describes the skills and knowledge required to identify, select and operate three commercial software packages, including a word-processing and a spreadsheet application package.

It applies to individuals who utilise different software applications within a small to large office environment to produce diverse documents.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Unit Sector

General ICT

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
Elements describe the essential outcomes.	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Use appropriate workplace health and safety (WHS) office work practices	1.1 Use safe work practices to ensure ergonomic, work organisation, energy and resource conservation requirements are addressed 1.2 Use wrist rests and document holders where appropriate 1.3 Use monitor anti-glare and radiation reduction screens where appropriate
2. Use appropriate	2.1 Select word-processing software appropriate to perform

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ELEMENT	PERFORMANCE CRITERIA
word-processing software	activity 2.2 Identify document purpose, audience and presentation requirements, and clarify with personnel as required 2.3 Identify organisational requirements for text-based business documents, and design document structure and layout to ensure consistency of style and image 2.4 Match document requirements with software functions to provide efficient production of documents 2.5 Use technical functions, other data and formatting to finalise documents 2.6 Ensure the naming and storing of documents in appropriate directories or folders and the printing of documents to the required specifications
3. Use appropriate spreadsheet software	3.1 Select spreadsheet software appropriate to perform activity 3.2 Identify document purpose, audience and presentation requirements, and clarify with personnel as required 3.3 Enter simple formulas and functions using cell referencing where required 3.4 Customise spreadsheet settings to meet requirements 3.5 Ensure the naming and storing of documents in appropriate directories or folders and the printing of documents to the required specifications
4. Use a third application software package	4.1 Select software application package appropriate to perform activity 4.2 Identify purpose, audience and presentation requirements, and clarify with personnel as required 4.3 Use technical functions, other data and formatting to finalise documents 4.4 Ensure documents are named and stored in appropriate directories or folders and printed to required specifications

Foundation Skills

This section describes language, literacy, numeracy and employment skills incorporated in the performance criteria that are required for competent performance.

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Skill	Performance Criteria	Description
Reading	2.2-2.5, 3.2-3.4, 4.2, 4.3	• Recognises and interprets textual information to determine organisational standards and job requirements • Interprets and comprehends symbols, icons and text associated with applications software
Writing	2.3-2.6, 3.3- 3.5, 4.3, 4.4	• Enters both written and verbally received information and data into a format suitable for the software application • Selects vocabulary, syntax, terminology, labelling and naming conventions suitable for the program
Oral Communication	2.2, 2.3, 3.2, 4.2	• Uses simple, relevant language, effective questioning, and active listening techniques to clarify work requirements
Numeracy	3.2-3.4	• Adds, subtracts, multiplies and divides whole numbers and decimals, identifying and selecting the correct formulas and functions to use • Applies the order of operations in calculations
Navigate the world of work	1.1	• Takes some personal responsibility for adherence to legal and regulatory requirements
Get the work done	1.2, 1.3, 2.1-2.6, 3.1-3.5, 4.1-4.4	• Follows routine procedures for using digital technology to enter, store and retrieve information directly relevant to role • Understands purposes, specific functions and key features of common digital systems and tools, and operates them effectively to complete routine tasks, adapting some functions to improve personal efficiency • Plans routine tasks with familiar goals and outcomes, taking some limited responsibility for decisions regarding sequencing

Unit Mapping Information

Code and title current version	Code and title previous version	Comments	Equivalence status
ICTICT203 Operate application software packages	ICAICT203A Operate application software packages	Updated to meet Standards for Training Packages	Equivalent unit

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a53af4e4-b400-484e-b778-71c9e9d6aff2

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Assessment Requirements for ICTICT203 Operate application software packages

Modification History

Release	Comments
Release 1	This version first released with ICT Information and Communications Technology Training Package Version 1.0.

Performance Evidence

Evidence of the ability to:

- produce workplace documents using a minimum of three different software application packages
- open, amend and save files and documents according to organisational requirements
- apply workplace health and safety (WHS) principles and responsibilities for ergonomics, such as work periods and breaks
- use help manuals and online help.

Note: If a specific volume or frequency is not stated, then evidence must be provided at least once.

Knowledge Evidence

To complete the unit requirements safely and effectively, the individual must:

- identify application software packages used by the organisation and list the purpose of each
- explain basic technical terminology related to reading help files and responding to system help prompts
- outline current business practices related to using software to prepare reports
- list features and functions of commercial computing packages
- describe import and export software functions
- describe the process of linking documents
- outline WHS principles and responsibilities for ergonomics, such as work periods and breaks
- explain the purpose of input and output devices.

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Assessment Conditions

Gather evidence to demonstrate consistent performance in conditions that are safe and replicate the workplace. Noise levels, production flow, interruptions and time variances must be typical of those experienced in the general information and communications technology (ICT) industry, and include access to:

- a personal computer (PC) and printer
- software currently used in industry
- documents detailing organisational style guide and policy
- documents or information containing data suitable for developing software application documents.

Assessors must satisfy NVR/AQTF assessor requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=a53af4e4-b400-484e-b778-71c9e9d6aff2

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MSATMINS401A Inspect a range of weighing instruments

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit of competency covers the ability to apply National Test Procedures to determine whether a non-automatic weighing instrument (<3 tonne) or catchweigher is suitable for trade and then mark it accordingly. It also involves auditing the performance of verifiers who have previously tested and marked limited weighing instruments for use.

Application of the Unit

Application of the unit	This unit of competency is applicable to trade measurement inspectors appointed under national measurement legislation who may inspect a wide range of limited weighing instruments as part of their allocated duties. For example, electronic weighing instruments are used to measure a wide range of products at the point of sale, as an order or as a pre-packaged article. The range of environments where these instruments is almost limitless. Some examples of these environments includes pharmaceutical laboratories, supermarkets, fresh food retailers, packing houses, chemical/petroleum industry, construction, mining and other extractive industry sectors. Industry representatives have provided case studies to illustrate the practical application of this unit of competency and to show its relevance in a workplace setting. These are found at the end of this unit of competency under the section 'This competency in practice'.

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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Prepare for inspection	1.1. Identify and evaluate the type of instrument to be inspected 1.2. Access and review any history of previous inspections at trader's premises 1.3. Access and correctly interpret appropriate documentation required for the inspection 1.4. Identify and access test equipment, products and consumables required for the inspection 1.5. Ensure specified test equipment is fit for purpose in accordance with applicable legislation and

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ELEMENT	PERFORMANCE CRITERIA
	organisational procedures 1.6. Store and transport test equipment in accordance with organisational procedures and industry best practice 1.7. Identify workplace health and safety issues relevant to the inspection
2. Initiate inspection	2.1. Identify the site contoller, explain the purpose of the inspection and produce formal identification, if required 2.2. Identify relevant site health and safety issues and implement appropriate control strategies 2.3. Conduct a preliminary evaluation of the site's trading practices and prioritise activities to maximise inspection outcomes. 2.4. Identify trade measuring instruments and plan inspection to minimise disruption to the public and trader
3. Evaluate weighing instrument performance	3.1. Evaluate whether the operating environment will impact on the instrument performance 3.2. Modify the operating environment or implement alternative arrangements to ensure reliable test conditions as necessary 3.3. Identify the maximum permissible errors for the instrument from the legislative requirements 3.4. Use test equipment safely in accordance with applicable legislation and organisational procedures 3.5. Check instrument for compliance with the appropriate Certificates of Approval 3.6. Inspect the instrument in accordance with relevant National Test Procedure and appropriate National Measurement Institute policy 3.7. Evaluate results against prescribed performance criteria and determine if the instrument is suitable for trade use in accordance with legislative requirements
4. Conduct a verifier performance audit	4.1. Identify the scope of the verifier audit 4.2. Identify the expected outcomes of the verifier audit 4.3. Assess the verifier's performance against the expected outcome 4.4. Analyse any variances from the expected outcomes to identify isolated or systemic problems
5. Analyse and report	5.1. Analyse inspection data for unacceptable

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ELEMENT	PERFORMANCE CRITERIA
inspection results	performance trends 5.2. Display the inspection result on the instrument in accordance with legislative requirements 5.3. Use test reports to present inspection results in the required format 5.4. Complete inspection documentation in accordance with legislative requirements and organisational procedures 5.5. Communicate inspection results within the specified time and in accordance with organisational guidelines 5.6. Recommend follow-up actions as appropriate.
6. Act on non-compliance	6.1. Select applicable enforcement action for the non-compliance in accordance with legislative requirements, organisational policy and procedures 6.2. Inform traders of non-compliances and consequences of failing to have them corrected 6.3. Implement enforcement action in accordance with legislative requirements, organisational policy and procedures 6.4. Maintain the rights of the trader at all times

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- accessing, interpreting and applying a range of documents for the inspection of weighing instruments including:
  - national measurement legislation
  - routine National Test Procedures
  - Certificates of Approval
  - National Measurement Institute inspection policy
  - national and international design rules
  - pattern approval documents
- accessing and interpreting Certificates of Verification for a range of reference standards
- performing inspections over durations of up to one day in routine environments

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REQUIRED SKILLS AND KNOWLEDGE

- using advanced communication and negotiation skills to:
  - explain the purpose of inspection
  - inform traders of non-compliances and consequences of failing to rectify them
  - access external equipment and resources to complete the inspection
  - explain inspection procedures and outcomes to traders, verifiers and managers
- accessing, transporting, setting up, validating, using and maintaining a range of test equipment and reference standards
- identifying and evaluating environmental impacts on performance of a range of weighing instruments
- conducting tests and recording results with close attention to detail and accuracy
- performing calculations involving:
  - fractions, decimals, ratios, proportions and percentages
  - scientific notation, correct units and the correct number of significant figures
  - interpretation of statistical quantities, such as mean, median, mode, range, variance and standard deviation
- analysing performance results over a number of operating conditions
- identifying non-compliances with national measurement legislation relating to instrument or verifier performance and initiate appropriate enforcement action including warning, infringement notice, undertaking, injunction and prosecution
- identifying potential trading practice non-compliance with national measurement legislation and initiating an appropriate inspection strategy
- planning routine tasks
- developing/implementing an efficient inspection strategy that has a limited impact on traders, the public, employees and suppliers
- demonstrating professionalism and maintaining the rights of the trader at all times
- solving routine/expected problems
- working safely which may include applying basic first aid, confined space entry and working with heavy machinery

Required knowledge

- general chemical and physical principles and concepts including weight, mass and gravity
- knowledge of the operating procedures across a range of environments including laboratories, retail, manufacturing, industrial, mining, construction, medical, chemical, petroleum, farming and abattoirs
- knowledge of metrological terms and terminology specific to weighing instruments such as maximum permissible errors, traceability, uncertainty, maximum permissible difference, eccentricity, repeatability, error of measurement, error of indication and linearisation
- national measurement legislation applicable to weighing instruments
- detailed knowledge of National Test Procedures and operating procedures for equipment and reference standards used in job role including:

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REQUIRED SKILLS AND KNOWLEDGE
• purpose of test • test conditions and possible environmental impacts on performance of the instrument • key preparation/measurement steps in test method • calculation steps to give results in appropriate units and precision • maximum permissible errors for weighing instruments under inspection • procedures for completing inspection documentation • organisational policy and procedures for verifying weighing instruments • safety principles and procedures relevant to instruments and test environment • basic first aid and site safety induction if required

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	Competency must be demonstrated in the ability to perform consistently at the required standard for any class of weighing instrument listed in the Range Statement.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Assessors should ensure that candidates can: • identify, access and apply test procedures • identify and use suitable reference standards • evaluate and adjust the impact of the operating environment on the performance of the instrument • analyse test results to determine the instrument's suitability for verification (trade use) • identify the scope of a verifier performance audit and assess results with expected outcomes • audit the performance of verifiers of weighing instruments • identify and implement additional inspection strategies for non-instrument related breaches of national measurement legislation • recognise and act on non-compliance • maintain the security and confidentiality of data in accordance with organisational and regulatory

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EVIDENCE GUIDE	
	requirements • report results in the required formats and expected timeframe.
Context of and specific resources for assessment	This unit of competency is to be assessed in the workplace or simulated workplace environment. This unit of competency may be assessed with: • MSATMREF301A Use and maintain reference standards. Resources may include: • limited weighing instruments, test equipment and reference standards • computer and relevant software and/or organisation information management system • Certificates of Approval for instruments • relevant legislative and organisational procedures.
Method of assessment	The following assessment methods are suggested: • questions to assess understanding of relevant procedures, licensing requirements, trader obligations and remedial actions • review of inspection reports and verifier performance audit reports prepared by the candidate • feedback from supervisors and peers regarding the candidate's ability to verify the performance of instruments in accordance with legislative and organisational procedures • observation of the candidate conducting an inspection. In all cases, practical assessment should be supported by questions to assess underpinning knowledge and those aspects of competency which are difficult to assess directly. Questioning techniques should suit the language and literacy levels of the candidate.
This competency in practice	Industry representatives have provided the case studies below to illustrate the practical application of this unit of competency and to show its relevance in a workplace setting. An inspector has been allocated a task of verifying a digital weighing instrument at a butcher's premises. In

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EVIDENCE GUIDE	
	preparation for this visit, the inspector accesses the organisation's database to establish the type of instrument to be tested and any previous history of the instrument or trader. The equipment required for this inspection is identified, accessed and stowed in the vehicle securely and safely. Particular attention is made to ensure the integrity of the reference standards is maintained and that they are still current according to their verification certificate. On arrival at the butcher's premises, the inspector introduces him/herself to the manager and explains the purpose of the visit and the process involved. During this discussion the inspector explains that he/she will inspect the instrument for compliance with its Certificate of Approval, assess the instrument's operating environment for factors that may impact on its performance and conduct the visual and performance tests in accordance with the National Test Procedure. If it complies with these requirements, he/she will mark the instrument as being acceptable for trade use and complete all the required inspection documentation. During the inspection the inspector finds that the instrument has a tare capacity greater than that stated in the Certificate of Approval and the weighing performance of the instrument exceeds the maximum permissible error stated in the national measurement regulations. As a result, the inspector removes the previous verification mark from the instrument and issues the butcher a warning that the instrument cannot be used for trade until it has been corrected and verified again. Before leaving the premises, the inspector examines a sample of prepacked articles and the trading practices used by the trader for compliance with trade measurement legislation.

Range Statement

RANGE STATEMENT
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and

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RANGE STATEMENT	
regional contexts) may also be included.	
Prescribed performance criteria for instruments	Prescribed performance criteria for instruments may include: • design is in accordance with the appropriate Certificates of Approval • performance meets the criteria described in the Certificates of Approval, National Test Procedure and legislation
Appropriate documentation	Where reference is made to documentation, it is expected the latest version will be used. Appropriate documentation may include: • reference standards • Certificates of Verification • Certificates of Approval for limited weighing instruments • test procedures for verifying limited weighing instruments • organisational test reports • organisational procedures e.g. company quality assurance manual • National Measurement Act • occupational health and safety (OHS) regulations, guidelines and procedures and material safety data sheets (MSDS) • equipment manuals and warranty, supplier catalogues and handbooks
Certificates of Approval	Certificates of Approval may include: • any Certificate issued by the Chief Metrologist under Regulation 60 of the National Measurement Regulations approving the pattern of a limited weighing instrument as being suitable for trade
Enforcement action	Enforcement action may include: • formal warnings • infringement notice • formal undertaking • injunction • prosecution

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RANGE STATEMENT	
Test equipment	Test equipment may include: • reference standards of measurement
Legislation	Legislation may include: • national measurement legislation • applicable Commonwealth, state and territory OHS legislation
National Measurement Institute policy	National Measurement Institute policy may include: • test procedure variations between a verification, in-service or audit inspection • bulletin • instruction • determination
National Test Procedures for limited weighing instruments	National Test Procedures for limited weighing instruments may include: • non-automatic weighing machines tested without substitution loads • automatic Class Y(a) Catchweighers • automatic Class Y(b) Catchweighers • any other test procedure prescribed by the National Measurement Institute
OHS and environmental management requirements	OHS and environmental management requirements refers to: • all operations must comply with enterprise OHS and environmental management requirements, which may be imposed through state/territory or Federal legislation. These requirements must not be compromised at any time • all operations assume the potentially hazardous nature of samples and require standard precautions to be applied • where relevant, users should access and apply current industry understanding of infection control issued by the National Health and Medical Research Council and State and Territory Departments of Health
Operating environmental impacts	Operating environmental impacts may include:

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RANGE STATEMENT	
	• vibration • wind • heat • dust • electromagnetic interference • out of level
Records	Records may include: • test reports • safety procedures • a history of equipment calibration and test results
Weighing instruments	Inspectors may be required to test and mark classes of instruments from the following list. Weighing instruments may include: • non-automatic weighing machines tested without substitution loads • automatic Class Y(a) Catchweighers • automatic Class Y(b) Catchweighers • any other test procedure prescribed by the National Measurement Institute

Unit Sector(s)

Unit sector	Trade Measurement

Competency field

Competency field	

Co-requisite units

Co-requisite units	

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Co-requisite units		

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MSATMINS402A Inspect a range of liquid measuring instruments using volume measures

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit of competency covers the ability to apply National Test Procedures to determine whether a liquid measuring instrument using volume measures is suitable for trade and then mark it accordingly. It also involves auditing the performance of verifiers who have previously tested and marked liquid measuring instruments for use.

Application of the Unit

Application of the unit	This unit of competency is applicable to trade measurement inspectors appointed under national measurement legislation who may inspect a wide range of liquid measuring instruments tested using a volume measure as part of their allocated duties. Liquid measuring instruments are used in a very wide range of commerce. For example, petrol bowsers measure fuel at the point of sale and flowmeters are used to measure bulk commodities such as milk, chemicals and petroleum products during production and distribution. Industry representatives have provided case studies to illustrate the practical application of this unit of competency and to show its relevance in a workplace setting. These are found at the end of this unit of competency under the section 'This competency in practice'.

Licensing/Regulatory Information

Not applicable.

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Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Prepare for inspection	1.1. Identify and evaluate the type of instrument to be inspected 1.2. Access and review any history of previous inspections at trader's premises 1.3. Access and correctly interpret appropriate documentation required for the inspection 1.4. Identify and access test equipment, products and consumables required for the inspection 1.5. Ensure specified test equipment is fit for purpose in accordance with applicable legislation and organisational procedures 1.6. Store and transport test equipment in accordance with organisational procedures and industry best practice

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ELEMENT	PERFORMANCE CRITERIA
	1.7. Identify workplace health and safety issues relevant to the inspection
2. Initiate inspection	2.1. Identify the site contoller, explain the purpose of the inspection and produce formal identification, if required 2.2. Identify relevant site health and safety issues and implement appropriate control strategies 2.3. Conduct a preliminary evaluation of the site's trading practices and prioritise activities to maximise inspection outcomes 2.4. Identify trade measuring instruments and plan inspection to minimise disruption to the public and trader
3. Evaluate liquid measuring instrument performance	3.1. Evaluate whether the operating environment will impact on the instrument performance 3.2. Modify the operating environment or implement alternative arrangements to ensure reliable test conditions as necessary 3.3. Identify the maximum permissible errors for the instrument from the legislative requirements 3.4. Use test equipment safely in accordance with applicable legislation and organisational procedures 3.5. Check instrument for compliance with the appropriate Certificates of Approval 3.6. Inspect the instrument in accordance with relevant National Test Procedure and appropriate National Measurement Institute policy 3.7. Evaluate results against prescribed performance criteria and determine if the instrument is suitable for trade use in accordance with legislative requirements
4. Conduct a verifier performance audit	4.1. Identify the scope of the verifier audit 4.2. Identify the expected outcomes of the verifier audit 4.3. Assess the verifier's performance against the expected outcome 4.4. Analyse any variances from the expected outcomes to identify isolated or systemic problems
5. Analyse and report inspection results	5.1. Analyse inspection data for unacceptable performance trends 5.2. Display the inspection result on the instrument in accordance with legislative requirements 5.3. Use test reports to present inspection results in the

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ELEMENT	PERFORMANCE CRITERIA
	required format 5.4. Complete inspection documentation in accordance with legislative requirements and organisational procedures 5.5. Communicate inspection results within the specified time and in accordance with organisational guidelines 5.6. Recommend follow-up actions as appropriate
6. Act on non-compliance	6.1. Select applicable enforcement action for the non-compliance in accordance with legislative requirements, organisational policy and procedures 6.2. Inform traders of non-compliances and consequences of failing to have them corrected 6.3. Implement enforcement action in accordance with legislative requirements, organisational policy and procedures 6.4. Maintain the rights of the trader at all times

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- accessing, interpreting and applying a range of documents for the inspection of liquid measuring instruments including:
  - national measurement legislation
  - intermediate National Test Procedures
  - Certificates of Approval
  - National Measurement Institute inspection policy
  - Australian Standards
  - industry codes of practice
  - correction tables for volume, density and pressure for a range of liquids
  - national and international design rules
  - pattern approval documents
- accessing and interpreting Certificates of Verification for a range of reference standards
- performing inspections over extended durations in non-routine and hazardous environments

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REQUIRED SKILLS AND KNOWLEDGE

- using advanced communication and negotiation skills to:
  - explain purpose of the verification
  - inform traders of non-compliances and consequences of failing to rectify
  - access external equipment and resources to complete the verification
  - explain verification procedures and outcomes to traders, verifiers and managers
- accessing, transporting, setting up, validating, using and maintaining a broad range of test equipment and reference standards
- identifying and evaluating environmental factors that may impact on performance of liquid measuring instruments
- organising large equipment to be dispatched ahead of verification visit
- conducting tests and recording results with close attention to detail and accuracy
- performing calculations involving:
  - fractions, decimals, ratios, proportions and percentages
  - evaluation of formulae containing powers, exponents and logarithms functions
  - use of scientific notation, correct units, correct number of significant figures
  - calculation of uncertainties
  - preparation and interpretation of linear, semi-log and log-log graphs
  - interpretation of statistical quantities, such as mean, median, mode, range, variance and standard deviation
  - determination of regression line equations, correlation coefficients
  - preparation and interpretation of more complex control charts and frequency distribution plots
- analysing performance results over a broad range of operating conditions
- identifying non-compliances with national measurement legislation relating to instrument or verifier performance and initiate appropriate enforcement action including warning, infringement notice, undertaking, injunction and prosecution
- identifying potential trading practice non-compliance with national measurement legislation and initiating an appropriate inspection strategy
- planning complex tasks
- developing/implementing an efficient verification strategy that minimises disruption to traders, the public, technicians, employees, colleagues and suppliers
- demonstrating professionalism and maintaining the rights of the trader at all times
- solving unexpected problems and non-routine issues
- working safely which may include applying basic first aid, confined space entry, working with hazardous materials, working safely in hazardous environments, working with heavy machinery, Australian Institute of Petroleum (AIP) cold work clearance permit, safety induction and working at heights

Required knowledge

- general chemical and physical principles and concepts including:
  - physical states (solid, liquid gas), weight, mass, gravity and density

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REQUIRED SKILLS AND KNOWLEDGE

- pressure, pressure differential, backpressure and head pressure
- fluid flow
- flashpoint, boiling point and ice point
- viscosity
- temperature effects and coefficients of expansion

- basic knowledge of the design, application and function of components used in liquid measuring instruments
- knowledge of the operating procedures across a range of environments including laboratories, retail, commercial, office, manufacturing, industrial, mining, construction, medical, chemical and petroleum
- knowledge of metrological terms and terminology specific to liquid measuring instruments such as:
  - maximum permissible errors, maximum permissible difference and maximum permissible variation
  - traceability
  - repeatability
  - uncertainty, error of measurement and error of indication
  - meter creep
  - hose dilation
  - temperature correction
  - linearisation
  - gas elimination
- national measurement legislation applicable to liquid measuring instruments
- detailed knowledge of National Test Procedures and operating procedures for equipment and reference standards used in job role including:
  - purpose of test
  - test conditions and possible environmental impacts on performance of the instrument
  - key preparation/measurement steps in test method
  - calculation steps to give results in appropriate units and precision
  - maximum permissible errors for liquid measuring instruments under inspection
- procedures for completing inspection documentation
- organisational policy and procedures for inspecting instruments
- safety principles and procedures relevant to instruments
- basic first aid and site safety induction if required

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Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	Competency must be demonstrated in the ability to perform consistently at the required standard for any class of liquid measuring instrument listed in the Range Statement.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Assessors should ensure that candidates can: • identify, access and apply test procedures • identify and use suitable reference standards • evaluate and adjust the impact of the operating environment on the performance of the instrument • analyse test results to determine the instrument's suitability for verification (trade use) • identify the scope of a verifier performance audit and assess results with expected outcomes • audit the performance of verifiers of liquid measuring instruments • identify and implement additional inspection strategies for non-instrument related breaches of national measurement legislation • recognise and act on non-compliance • maintain the security and confidentiality of data in accordance with organisational and regulatory requirements • report results in the required formats and expected timeframe.
Context of and specific resources for assessment	This unit of competency is to be assessed in the workplace or simulated workplace environment. This unit of competency may be assessed with: • MSATMREF301A Use and maintain reference standards. Resources may include: • liquid measuring instruments using volume measures, test equipment and reference standards • safety equipment • computer and relevant software and/or organisation information management system

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EVIDENCE GUIDE	
	• Certificates of Approval for instruments • relevant legislative and organisational procedures.
Method of assessment	The following assessment methods are suggested: • questions to assess understanding of relevant procedures, licensing requirements, trader obligations and remedial actions • review of inspection reports and verifier performance audit reports prepared by the candidate • feedback from supervisors and peers regarding the candidate's ability to verify the performance of instruments in accordance with legislative and organisational procedures • observation of the candidate conducting an inspection. In all cases, practical assessment should be supported by questions to assess underpinning knowledge and those aspects of competency which are difficult to assess directly. Questioning techniques should suit the language and literacy levels of the candidate.
This competency in practice	Industry representatives have provided the case studies below to illustrate the practical application of this unit of competency and to show its relevance in a workplace setting. An inspector arrives unannounced at a medium size service station to check the performance of a number of fuel dispensers. After introducing him/herself to the site manager, the inspector explains the purpose of the visit and asks for the location of the fuel return points. The inspector performs a safety check, completes an AIP form, places safety barriers around the work area and then prepares the test equipment and reference standards. There are seven fuel dispensers with a total of 38 hoses. The inspector tests a selection of dispensers visually. The National Test Procedure requires the inspector to dispense fuel into 15L reference measures and then return the fuel to storage. Approximately 90 litres are dispensed per hose. The inspector finds a number of non-compliances on site. Two hoses are dispensing fuel outside the allowable maximum permissible error, one dispenser has a faulty segment in its display and the lights are not working, the diesel dispenser failed the air

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EVIDENCE GUIDE	
	elimination test and three hoses are badly worn. The inspector removes the verification mark from all non-compliant dispensers. While testing the fuel dispenser, the inspector notices a number of items displayed for sale outside the office. On closer inspection, some of the pre-packaged items are found not to be marked with a measurement statement. The inspector meets with the site manager to inform him of the non-compliant dispensers. He/she advises the manager not to use any unmarked dispensers, explains how they can be rectified and issues non- compliance notices. They also discuss the non-compliant pre-packaged articles. The inspector takes details for further action, completes the AIP form and fuel usage report and then departs.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Prescribed performance criteria for instruments	Prescribed performance criteria for instruments may include: • design is in accordance with the appropriate Certificates of Approval • performance meets the criteria described in the Certificates of Approval, National Test Procedure and legislation
Appropriate documentation	Where reference is made to documentation, it is expected the latest version will be used. Appropriate documentation may include: • reference standards • Certificates of Verification • Certificates of Approval for liquid measuring

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RANGE STATEMENT	
	instruments • test procedures for verifying liquid measuring instruments • organisational test reports • organisational procedures e.g. company quality assurance manual • National Measurement Act • occupational health and safety (OHS) regulations, guidelines and procedures and material safety data sheets (MSDS) • equipment manuals and warranty, supplier catalogues and handbooks
Certificates of Approval	Certificates of Approval may include: • any Certificate issued by the Chief Metrologist under Regulation 60 of the National Measurement Regulations approving the pattern of a liquid measuring instrument as being suitable for trade
Enforcement action	Enforcement action may include: • formal warnings • infringement notice • formal undertaking • injunction • prosecution
Test equipment	Test equipment may include: • reference standards of measurement • equipment other than reference standards of measurement such as pumps, funnels and hoses
Legislation	Legislation may include • national measurement legislation • applicable Commonwealth, state and territory OHS legislation
National Measurement Institute policy	National Measurement Institute policy may include: • test procedure variations between a verification, in-service or audit inspection • bulletin • instruction

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RANGE STATEMENT	
	• determination
National Test Procedures for liquid measuring instruments	National Test Procedures for liquid measuring instruments may include: • fuel dispensers other than LPG dispensers • bulk flowmetering systems for liquid hydrocarbons other than LPG tested using a volume measure • milk flowmeters tested using a volume measure • any other test procedure prescribed by the National Measurement Institute
OHS and environmental management requirements	OHS and environmental management requirements refer to: • all operations must comply with enterprise OHS and environmental management requirements, which may be imposed through state/territory or Federal legislation. These requirements must not be compromised at any time • all operations assume the potentially hazardous nature of samples and require standard precautions to be applied • where relevant, users should access and apply current industry understanding of infection control issued by the National Health and Medical Research Council and State and Territory Departments of Health
Operating environmental impacts	Operating environmental impacts may include: • vibration • wind • heat • dust • electromagnetic interference • out of level
Records	Records may include: • test reports • AIP form • safety procedures • a history of equipment calibration and test results

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RANGE STATEMENT	
Liquid measuring instruments	Inspectors may be required to test and mark any of the classes of instruments from the following list. Liquid measuring instruments may include: • fuel dispensers other than LPG dispensers • bulk flowmetering systems for liquid hydrocarbons other than LPG tested using a volume measure • milk flowmeters tested using a volume measure • or any other liquid measuring instrument prescribed by the National Measurement Institute

Unit Sector(s)

Unit sector	Trade Measurement

Competency field

Competency field	

Co-requisite units

Co-requisite units		

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MSATMINS403A Inspect a range of trading practices

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit of competency covers the inspection of trading practices and application of National Test Procedures to determine whether the method of advertising, selling and measuring an article complies with national measurement legislation.

Application of the Unit

Application of the unit	This unit of competency is applicable to trade measurement inspectors appointed under national measurement legislation who may inspect a wide range of trading practices as part of their allocated duties. Compliance with national legislation governing trading practices applies to the measurement and transactions of all products sold by reference to measurement in all industry sectors. Industry representatives have provided case studies to illustrate the practical application of this unit of competency and to show its relevance in a workplace setting. These are found at the end of this unit of competency under the section 'This competency in practice'.

Licensing/Regulatory Information

Not applicable.

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Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Prepare for inspection	1.1. Identify and evaluate the type of trading practices to be inspected 1.2. Access and review any history of previous inspections at trader's premises 1.3. Access and correctly interpret appropriate documentation required for the inspection 1.4. Identify and access test equipment, investigation equipment and consumables required for the inspection 1.5. Ensure specified test equipment is fit for purpose in accordance with applicable legislation and organisational procedures 1.6. Store and transport test equipment in accordance with organisational procedures and industry best practice 1.7. Identify workplace health and safety issues relevant

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ELEMENT	PERFORMANCE CRITERIA
	to the inspection
2. Conduct a trial purchase	2.1. Observe and assess visible trading practices prior to entry into the premises 2.2. Identify scope and expected outcomes of the trial purchase 2.3. On entry to the premises, evaluate trading practices and where applicable modify trial purchase strategy to maximise inspection outcomes 2.4. Conduct trial purchase while observing the measurement process and staff actions 2.5. Assess trader's performance against expected outcomes 2.6. Analyse any variances from the expected outcomes and identify isolated or systemic issues related to the trial purchase
3. Initiate inspection	3.1. Identify the site contoller, explain the purpose of the inspection and produce formal identification, if required 3.2. Identify site workplace health and safety issues and implement appropriate control strategies 3.3. Conduct a preliminary evaluation of the site's trade measurement activities and prioritise inspection to maximise outcomes 3.4. Identify measuring instruments being used for trade 3.5. Identify site's trading practice activities and plan inspection to minimise disruption to the public and trader
4. Examine measurement related advertising for compliance	4.1. Identify the articles which are required to be sold by specific measurement or in terms of a measurement at base conditions 4.2. Inspect and evaluate measurement related advertising used by the trader 4.3. Identify any non-compliances with legislative requirements
5. Examine trade measuring instrument operation	5.1. Inspect measuring instrument operating environment and determine instrument suitability for purpose 5.2. Evaluate measuring instrument operation against legislative requirements, organisational policy and procedures 5.3. Modify the operating environment or implement alternative arrangements to ensure reliable test

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ELEMENT	PERFORMANCE CRITERIA
	conditions, as necessary 5.4. Identify the maximum permissible errors for the instrument from the legislative requirements 5.5. Use test equipment safely in accordance with applicable legislation and organisational procedures 5.6. Check instrument for compliance with the appropriate Certificates of Approval 5.7. Inspect the instrument in accordance with relevant National Test Procedure and appropriate National Measurement Institute policy 5.8. Evaluate results against prescribed performance criteria and determine if the instrument is suitable for trade use in accordance with legislative requirements
6. Validate the measurement of articles	6.1. Identify articles sold by reference to measurement 6.2. Examine the process used by the trader for measuring an article 6.3. Evaluate the trader's measurement procedure 6.4. Measure an article in accordance with the appropriate National Test Procedure, organisational policy and procedures
7. Analyse and report inspection results	7.1. Analyse inspection data for unacceptable trends 7.2. Use test reports to present inspection results in the required format 7.3. Complete inspection documentation in accordance with legislative requirements and organisational procedures 7.4. Communicate inspection results within the specified time and in accordance with organisational guidelines 7.5. Recommend follow-up actions as appropriate
8. Act on non-compliance	8.1. Record and collect evidence of any identified non-compliance in accordance with legislative requirements, organisational policy and procedures 8.2. Select applicable enforcement action for the non-compliance in accordance with legislative requirements, organisational policy and procedures 8.3. Inform trader of non-compliances and the consequences of failing to have them corrected 8.4. Implement enforcement action in accordance with legislative requirements, organisational policy and procedures

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ELEMENT	PERFORMANCE CRITERIA
	8.5. Maintain the rights of the trader at all times

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE
This section describes the skills and knowledge required for this unit.
Required skills

• accessing, interpreting and applying a range of documents for the inspection of trading practices including:
  • national measurement legislation
  • National Test Procedures
  • National Measurement Institute inspection policy
• accessing and interpreting Certificates of Verification for a range of reference standards
• performing inspections over a wide range of environments
• using advanced communication and negotiation skills to:
  • explain the purpose of inspection
  • inform traders of non-compliances and consequences of failing to rectify them
  • access external equipment and resources to complete the inspection
  • explain inspection procedures and outcomes to tradersand managers
• accessing, transporting, setting up, validating, using and maintaining a range of test equipment and reference standards
• identifying and evaluating environmental impacts on performance of a range of measuring instruments
• identifying and evaluating impacts of trader procedures on the measurement of articles
• conducting tests and recording results with close attention to detail and accuracy
• performing calculations involving:
  • fractions, decimals, ratios, proportions and percentages
  • scientific notation, correct units and the correct number of significant figures
  • interpretation of statistical quantities, such as mean, median, mode, range, variance and standard deviation
• identifying non-compliances with national measurement legislation relating to trading practices and initiate appropriate enforcement action including warning, infringement notice, undertaking, injunction and prosecution
• identifying potential measuring instrument non-compliance with national measurement legislation and initiating an appropriate inspection strategy

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REQUIRED SKILLS AND KNOWLEDGE
• planning routine tasks • developing/implementing an efficient inspection strategy that has a limited impact on traders, the public, employees and suppliers • demonstrating professionalism and maintaining the rights of the trader at all times • solving routine/expected problems • working safely which may include applying basic first aid
Required knowledge

• general physical principles and concepts including weight, mass, gravity, volume, length and area
• knowledge of the operating procedures across a range of retail environments and some industrial and petroleum environments
• knowledge of metrological terms and terminology such as maximum permissible errors, traceability and uncertainty
• national measurement legislation applicable to trading practices and measuring instruments
• detailed knowledge of National Test Procedures and operating procedures for equipment and reference standards used in job role including:
  • purpose of test
  • test conditions and possible environmental impacts on performance of the instrument
  • key preparation/measurement steps in test method
  • calculation steps to give results in appropriate units and precision
  • maximum permissible errors for measuring instruments under inspection
• procedures for completing inspection documentation
• organisational policy and procedures for inspecting trading practices
• safety principles and procedures relevant to instruments and test environment
• basic first aid and site safety induction if required

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	Competency must be demonstrated in the ability to perform consistently at the required standard while inspecting any of the trading practices listed in the Range

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EVIDENCE GUIDE	
	Statement.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Assessors should ensure that candidates can: • identify, access and apply test procedures • identify and use suitable reference standards • evaluate and adjust the impact of the operating environment on the performance of the instrument • analyse test results to determine the instrument's suitability for verification (trade use) • identify and implement additional inspection strategies for non-trading practice related breaches of national measurement legislation • recognise and act on non-compliance • maintain the security and confidentiality of data in accordance with organisational and regulatory requirements • report results in the required formats and expected timeframe.
Context of and specific resources for assessment	This unit of competency is to be assessed in the workplace or simulated workplace environment. This unit of competency may be assessed with: • MSATMINS404A Inspect a range of pre-packaged products • MSATMINS301A Inspect a range of simple measures • MSATMINS302A Inspect a range of simple measuring instruments • MSATMINS401A Inspect a range of weighing instruments • MSATMINS402A Inspect a range of liquid measuring instruments using volume measures. Resources may include: • measuring instruments, test equipment and reference standards • computer and relevant software and/or organisation information management system • Certificates of Approval for instruments • relevant legislative and organisational procedures.
Method of assessment	The following assessment methods are suggested: • questions to assess understanding of relevant

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EVIDENCE GUIDE	
	procedures, trader obligations and remedial actions • review of inspection reports prepared by the candidate • feedback from supervisors and peers regarding the candidate's ability to inspect trading practices in accordance with legislative and organisational procedures • observation of the candidate conducting a trading practice inspection. In all cases, practical assessment should be supported by questions to assess underpinning knowledge and those aspects of competency which are difficult to assess directly. Questioning techniques should suit the language and literacy levels of the candidate.
This competency in practice	Industry representatives have provided the case studies below to illustrate the practical application of this unit of competency and to show its relevance in a workplace setting. An inspector is allocated a file to investigate a consumer complaint alleging that a butcher is over charging on purchases of meat. During preparation for the inspection, the inspector notices that the trader was recently issued with an infringement notice for a similar offence. On arrival at the premises, the inspector observes the trading practices visible from outside the premises and develops a trial purchase plan. On entry, the inspector inspects the shop layout, staff actions, operation of the scales, advertising and the method of selling meat. He/she observes some cuts of meat are not being advertised and sold by weight as required by national measurement legislation and eye fillet is being advertised for sale at a price per 100 g without a reference to its price per kilogram. The inspector modifies the purchase plan to include an additional purchase of meat not apparently being sold by weight. The inspector conducts the trial purchase of two separate cuts of meat. The first cut of meat is weighed on a scale that indicates 0.050 kg without anything on the weigh platter. The second cut is being sold for a set price per item. After paying for the meat, the inspector identifies the site controller, introduces him/herself, explains a trial purchase had been completed and the process for the

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EVIDENCE GUIDE	
	remainder of the inspection. The inspector weighs the first cut of meat on the same scale used by the butcher during the trial purchase. Before weighing the meat, he/she resets the scale to zero and finds the meat weighs 0.050 kg less than the weight he/she was charged for. The pre-packaged products being offered for sale are found to be correct weight and correctly marked as required by legislation. The inspector records notes of the trial purchase in his/her notebook, then tests the accuracy of the weighing instruments and notes that the scales had been verified last month. Before leaving the premises, the inspector informs the site controller of the non-compliances: i.e. selling an article with a short fall, using a weighing instrument incorrectly, selling meat other than by reference to its weight and not advertising meat for sale at a price per kilogram. He/she outlines the resulting enforcement actions and consequences for failing to correct the non-compliances. On returning to the office, the inspector disposes of the trial purchase, files his/her notes and photographs as evidence of the non-compliance and reports the inspection outcomes in accordance with organisational policy and procedures.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Appropriate documentation	Where reference is made to documentation, it is expected the latest version will be used. Appropriate documentation may include: • reference standards • Certificates of Verification

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RANGE STATEMENT	
	• measuring instrument Certificates of Approval • test procedures for measuring instruments • organisational test reports • organisational procedures e.g. company quality assurance manual • National Measurement Act • occupational health and safety (OHS) regulations, guidelines and procedures material safety data sheets • equipment manuals and warranty, supplier catalogues and handbooks
Certificates of Approval	Certificates of Approval may include: • any Certificate issued by the Chief Metrologist under Regulation 60 of the National Measurement Regulations approving the pattern of a limited weighing instrument as being suitable for trade
Enforcement action	Enforcement action may include: • formal warnings • infringement notice • formal undertaking • injunction • prosecution
Test equipment	Test equipment may include: • reference standards of measurement • weighing instruments • trolleys • cameras • video and audio recorders
Legislation	Legislation may include: • national measurement legislation • applicable Commonwealth, state and territory OHS legislation
National Measurement Institute policy	• National Measurement Institute policy may include: • test procedure variations between a verification, in-service or audit inspection • bulletin • instruction

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RANGE STATEMENT	
	• determination • policy documents
National Test Procedures	National Test Procedures may include: • measuring instrument test procedures • article measurement procedures • any other test procedure prescribed by the National Measurement Institute
OHS and environmental management requirements	OHS and environmental management requirements refer to: • all operations must comply with enterprise OHS and environmental management requirements, which may be imposed through state/territory or Federal legislation. These requirements must not be compromised at any time • all operations assume the potentially hazardous nature of samples and require standard precautions to be applied • where relevant, users should access and apply current industry understanding of infection control issued by the National Health and Medical Research Council and State and Territory Departments of Health
Operating environmental impacts	Operating environmental impacts may include: • vibration • wind • heat • dust • electromagnetic interference • out of level • liquid being measured
Records	Records may include: • test reports • safety procedures • a history of equipment calibration and test results
Trading practices	Trading practices may include: • how a measuring instrument is used • position of measuring instruments

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RANGE STATEMENT	
	• measurement advertising • how the measurement of an article is determined • the type of measurement used to sell an article • the base conditions at which the measurement of an article is determined

Unit Sector(s)

Unit sector	Trade Measurement

Competency field

Competency field	

Co-requisite units

Co-requisite units		

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MSATMINS404A Inspect a range of pre-packaged products

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit of competency covers the inspection of pre-packaged products by inspectors to determine whether the marking and measurement requirements of the packaged article comply with national measurement legislation.

Application of the Unit

Application of the unit	This unit of competency is applicable to trade measurement inspectors appointed under national measurement legislation who may inspect a wide range of pre-packaged products as part of their allocated duties. Compliance with national legislation governing pre-packaged products applies to the accuracy of the labelling information and contents of all items parcelled for sale in all industry sectors. Industry representatives have provided case studies to illustrate the practical application of this unit of competency and to show its relevance in a workplace setting. These are found at the end of this unit of competency under the section 'This competency in practice'.

Licensing/Regulatory Information

Not applicable.

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Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Prepare for inspection	1.1. Identify and evaluate the type of pre-packaged products to be inspected 1.2. Access and review any history of previous inspections at trader's premises 1.3. Access and correctly interpret appropriate documentation required for the inspection 1.4. Identify and access test equipment, investigation equipment and consumables required for the inspection 1.5. Ensure specified test equipment is fit for purpose in accordance with applicable legislation and organisational procedures 1.6. Store and transport test equipment in accordance with organisational procedures and industry best

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ELEMENT	PERFORMANCE CRITERIA
	practice 1.7. Identify workplace health and safety issues relevant to the inspection
2. Initiate inspection	2.1. Identify the site contoller, explain the purpose of the inspection and produce formal identification, if required 2.2. Identify site workplace health and safety issues and implement appropriate control strategies 2.3. Conduct a preliminary evaluation of the site's trade measurement activities and prioritise inspection to maximise outcomes 2.4. Identify the range of pre-packaged products at the premises and plan the inspection to achieve maximum outcomes while minimising disruption to the public and trader
3. Inspect packaged article markings	3.1. Identify generic trade measurement marking requirements for pre-packaged products 3.2. Identify specific trade measurement marking requirements related to the pre-packaged product selected for inspection 3.3. Assess measurement, unit pricing and packer identification markings on pre-packaged products for compliance with legislative requirements
4. Measure the net contents of pre-packaged products	4.1. Identify and access National Test Procedure appropriate for measuring the product 4.2. Select pre-packaged products for measurement in accordance with marketplace intelligence, legislative requirements, organisational policy and procedures 4.3. Identify, access and apply product handling and disposal requirements in accordance with workplace, health and safety and environmental requiements 4.4. Select specialised equipment, reference standards and measuring devices in accordance with organisational policy and procedures 4.5. Measure pre-packaged product in accordance with the appropriate National Test Procedure, organisational policy and procedures 4.6. Evaluate results against prescribed performance criteria and determine if the net contents of the individual pre-packaged products and inspection lot meet legislative requirements
5. Evaluate trader's	5.1. Examine the process used by the trader to measure a

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ELEMENT	PERFORMANCE CRITERIA
measurement process	pre-packaged product 5.2. Evaluate the effectiveness of the trader's measurement procedure, methodology and test frequency against inspection outcomes 5.3. Inspect measuring instrument operating environment and assess suitability for purpose 5.4. Evaluate measuring instrument operation against legislative requirements, organisational policy and procedures 5.5. Modify the operating environment or implement alternative arrangements to ensure reliable operating conditions for the measuring instrument as necessary 5.6. Identify the maximum permissible errors for the instrument from the legislative requirements 5.7. Inspect measuring instruments in accordance with relevant National Test Procedure, organisational policy and procedures
6. Analyse and report inspection results	6.1. Analyse inspection data for unacceptable trends 6.2. Use test reports to present inspection results in the required format 6.3. Complete inspection documentation in accordance with legislative requirements and organisational procedures 6.4. Communicate inspection results within the specified time and in accordance with organisational guidelines 6.5. Recommend follow-up actions as appropriate
7. Act on non-compliance	7.1. Record and collect evidence of any identified non-compliance in accordance with legislative requirements, organisational policy and procedures 7.2. Select applicable enforcement action for the non-compliance in accordance with legislative requirements, organisational policy and procedures 7.3. Inform traders of non-compliances and consequences of failing to have them corrected 7.4. Implement enforcement action in accordance with legislative requirements, organisational policy and procedures 7.5. Maintain the rights of the trader at all times

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Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- accessing, interpreting and applying a range of documents for the inspection of pre-packaged products including:
  - national measurement legislation
  - National Test Procedures
  - National Measurement Institute inspection policy
- accessing and interpreting Certificates of Verification for a range of reference standards
- performing inspections over durations exceeding one day in non-routine environments
- using advanced communication and negotiation skills to:
  - explain the purpose of inspection
  - inform traders of non-compliances and consequences of failing to rectify them
  - access external equipment and resources to complete the inspection
  - explain inspection procedures and outcomes to traders, verifiers and managers
- accessing, transporting, setting up, validating, using and maintaining a range of test equipment and reference standards
- identifying and evaluating environmental impacts on performance of a range of measuring instruments
- identifying and evaluating impacts of trader procedures on the measurement of pre-packaged products
- evaluating pre-packaged product markings for compliance with legislative requirements
- conducting tests and recording results with close attention to detail and accuracy
- performing calculations involving:
  - fractions, decimals, ratios, proportions and percentages
  - scientific notation, correct units and the correct number of significant figures
  - interpretation of statistical quantities, such as mean, median, mode, range, variance and standard deviation
- identifying non-compliances with national measurement legislation relating to trading practices and measuring instruments
- initiating appropriate enforcement action for non-compliances including warning, infringement notice, undertaking, injunction and prosecution
- planning routine tasks
- developing/implementing an efficient inspection strategy that has a limited impact on traders, the public, employees and suppliers
- demonstrating professionalism and maintaining the rights of the trader at all times

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REQUIRED SKILLS AND KNOWLEDGE
• solving routine/expected problems • working safely which may include applying basic first aid
Required knowledge

• general physical principles and concepts including weight, mass, gravity, volume, length, area and displacement
• knowledge of the operating procedures across a range of environments including laboratories, retail, manufacturing, industrial, chemical, petroleum, farming, abattoirs and food processsing
• knowledge of metrological terms and terminology such as maximum permissible errors, traceability, uncertainty, inspection lot, deficiency and shortfall
• national measurement legislation applicable to pre-packaged products and measuring instruments
• detailed knowledge of National Test Procedures and operating procedures for equipment and reference standards used in job role including:
  • purpose of test
  • test conditions and possible environmental impacts on performance of the instrument
  • key preparation/measurement steps in test method
  • calculation steps to give results in appropriate units and precision
  • maximum permissible errors for weighing instruments under inspection
• procedures for completing inspection documentation
• organisational policy and procedures for inspecting pre-packaged products
• safety principles and procedures relevant to instruments and test environment
• basic first aid and site safety induction if required

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	Competency must be demonstrated in the ability to perform consistently at the required standard for a wide range of pre-packaged products.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Assessors should ensure that candidates can: • identify, access and apply test procedures

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EVIDENCE GUIDE	
	• identify and use suitable reference standards • evaluate and adjust the impact of the operating environment on the performance of the instrument • analyse test results to determine the instrument's suitability for verification (trade use) • inspect markings and net contents of pre-packaged articles • identify and implement additional inspection strategies for pre-packaged product related breaches of national measurement legislation • recognise and act on non-compliance • maintain the security and confidentiality of data in accordance with organisational and regulatory requirements • report results in the required formats and expected timeframe.
Context of and specific resources for assessment	This unit of competency is to be assessed in the workplace or simulated workplace environment. This unit of competency may be assessed with: • MSATMINS403AA Inspect a range of trading practices • MSATMINS301A Inspect a range of simple measures • MSATMINS302A Inspect a range of simple measuring instruments • MSATMINS401A Inspect a range of weighing instruments • MSATMINS402A Inspect a range of liquid measuring instruments using volume measures. Resources may include: • measuring instruments, test equipment and reference standards • computer and relevant software and/or organisation information management system • Certificates of Approval for instruments • relevant legislative and organisational procedures.
Method of assessment	The following assessment methods are suggested: • questions to assess understanding of relevant procedures, trader obligations and remedial actions • review of inspection reports prepared by the

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EVIDENCE GUIDE	
	candidate • feedback from supervisors and peers regarding the candidate's ability to inspect pre-packaged products in accordance with legislative and organisational procedures • observation of the candidate inspecting pre-packaged products. In all cases, practical assessment should be supported by questions to assess underpinning knowledge and those aspects of competency which are difficult to assess directly. Questioning techniques should suit the language and literacy levels of the candidate.
This competency in practice	Industry representatives have provided the case studies below to illustrate the practical application of this unit of competency and to show its relevance in a workplace setting. An inspector is allocated a routine inspection at a factory which packs milk. When reviewing the trader's inspection history, the inspector notices that the trader was issued with an infringement notice 12 months ago for packing 2 L bottles of milk that had an average 4.5% shortfall.On arrival at the premises, the inspector enters the main office and explains the purpose of the visit. While waiting for the site controller to arrive, the inspector assesses the business registration documents on public display and notes they coincide with the pre-inspection documentation he/she retrieved earlier. When the site controller arrives, the inspector explains the purpose of the visit.The site controller provides a site induction and highlights the local workplace health and safety requirements. The inspector then outlines an inspection strategy that will minimise disruption to the trader and suppliers and satisfy the factory's health and hygiene requirements. The inspector collects the necessary equipment and documentation from his/her vehicle and validates the test equipment before proceeding with the inspection. Given the trader's history, he/she selects an inspection lot of 12 pre-packaged 2 L bottles of milk. On close examination, the inspector finds that the measurement and packer identification markings on this product do not comply with legislative requirements because the 2 L print height

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EVIDENCE GUIDE	
	is too small.He/she then measures the volume of milk in each bottle and finds an average shortfall of 75 ml or 3.75%. The inspector conducts a detailed investigation of the trader's milk packaging process, measuring instruments, measurement procedure, and their methodology and frequency of measurement tests. He/she finds that the milk density used for setting volumetric fillers is incorrect and causing the shortfall. Before leaving the premises, the inspector informs the site controller of the non-compliances: i.e. packing pre-packaged products with an average shortfall which exceeded the prescribed performance criteria and a measurement marking print height smaller than the prescribed criteria. He/she outlines the resulting enforcement actions and consequences for failing to correct the non-compliances. On returning to the office, the inspector files his/her notes, test reports and photographs as evidence of the non-compliance and reports the inspection outcomes in accordance with organisational policy and procedures.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Appropriate documentation	Where reference is made to documentation, it is expected the latest version will be used. Appropriate documentation may include: • reference standards • Certificates of Verification • measuring instrument Certificates of Approval • test procedures for inspecting pre-packaged products and measuring instruments • organisational test reports

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RANGE STATEMENT	
	• organisational procedures e.g. company quality assurance manual • National Measurement Act • occupational health and safety (OHS) regulations, guidelines and procedures material safety data sheets • equipment manuals and warranty, supplier catalogues and handbooks
Certificates of Approval	Certificates of Approval may include: • any Certificate issued by the Chief Metrologist under Regulation 60 of the National Measurement Regulations approving the pattern of a measuring instrument as being suitable for trade
Enforcement action	Enforcement action may include: • formal warnings • infringement notice • formal undertaking • injunction • prosecution
Test equipment	Test equipment may include: • reference standards of measurement • weighing instruments • trolleys • cameras • video and audio recorders
Legislation	Legislation may include: • national measurement legislation • applicable Commonwealth, state and territory OHS legislation
National Measurement Institute policy	National Measurement Institute policy may include: • test procedure variations between a verification, in-service or audit inspection • bulletin • instruction • determination • policy documents

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RANGE STATEMENT	
National Test Procedures	National Test Procedures may include: • measuring instrument test procedures • article measurement procedures • any other test procedure prescribed by the National Measurement Institute
OHS and environmental management requirements	OHS and environmental management requirements refer to: • all operations must comply with enterprise OHS and environmental management requirements, which may be imposed through state/territory or Federal legislation. These requirements must not be compromised at any time • all operations assume the potentially hazardous nature of samples and require standard precautions to be applied • where relevant, users should access and apply current industry understanding of infection control issued by the National Health and Medical Research Council and State and Territory Departments of Health
Operating environmental impacts	Operating environmental impacts may include: • vibration • wind • heat • dust • electromagnetic interference • out of level • liquid being measured
Records	Records may include: • test reports • safety procedures • a history of equipment calibration and test results

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Unit Sector(s)

Unit sector	Trade Measurement

Competency field

Competency field	

Co-requisite units

Co-requisite units		

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MSATMINS501A Inspect a range of complex measuring instruments

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit of competency covers the ability to apply National Test Procedures to determine whether a complex measuring instrument is suitable for trade use. It involves the ability to perform lengthy calculations to assess instrument performance and conduct tests that may require coordination of a range of resources over long durations in hazardous environments. This unit also involves auditing the performance of verifiers who have previously tested and marked instruments for use.

Application of the Unit

Application of the unit	This unit of competency is applicable to trade measurement inspectors appointed under national measurement legislation who may inspect a range of complex measuring instruments as part of their allocated duties. Complex measuring instruments are used in a wide range of heavy industries. For example, automatic rail weighbridges, belt weighers, totalising hoppers and liquid petroleum gas (LPG) flow meters are used throughout the mining, road/rail freight and petroleum/gas industry sectors. Industry representatives have provided case studies to illustrate the practical application of this unit of competency and to show its relevance in a workplace setting. These are found at the end of this unit of competency under the section 'This competency in practice'.

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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Prepare for inspection	1.1. Identify and evaluate the type of instrument to be inspected 1.2. Access and correctly interpret documentation required for the inspection 1.3. Identify and access test equipment, products and consumables required for the inspection 1.4. Ensure test equipment is suitable for its purpose in accordance with applicable legislation and organisational procedures 1.5. Store and transport equipment in accordance with

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ELEMENT	PERFORMANCE CRITERIA
	organisational procedures and industry best practice 1.6. Access and evaluate any previous test results for the trader 1.7. Identify workplace health and safety issues relevant to the inspection 1.8. Develop an inspection strategy to maximise resources and minimise time required for complex tests
2. Liaise with the trader to schedule complex tests	2.1. Discuss inspection arrangements with site controller where applicable 2.2. Identify relevant local workplace, health and safety issues and implement appropriate control strategies 2.3. Discuss the inspection strategy with the trader to minimise its impact on the trader's normal operations 2.4. Arrange site clearances and suitable scheduling for tests 2.5. Negotiate access to trader's equipment, materials and support personnel required for testing to be available on site 2.6. Arrange for any equipment to be provided by the trader, if required, by the National Test Procedure
3. Initiate inspection	3.1. Identify the site contoller, explain/review the purpose of the inspection and, if required, produce formal identification 3.2. Review inspection strategy to ensure there is minimal disruption to the public and/or trader 3.3. Communicate inspection strategy to all personnel involved 3.4. Identify locations for product return or disposal if applicable 3.5. Evaluate the impacts of the operating environment on the instrument performance or test results and, where applicable, implement corrective actions 3.6. Identify operational factors impacting on instrument performance or test result and, where applicable, implement corrective actions
4. Evaluate complex measuring instrument performance	4.1. Identify the maximum permissible errors for the instrument from the legislative requirements 4.2. Manage and review resources to maintain inspection timelines 4.3. Provide effective communication to ensure relevant

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ELEMENT	PERFORMANCE CRITERIA
	personnel are informed of variations to the inspection strategy and inspection progress 4.4. Check instrument for compliance with the appropriate Certificates of Approval 4.5. Inspect the instrument in accordance with relevant National Test Procedure and appropriate National Measurement Institute policy
5. Analyse inspection results	5.1. Perform specified calculations to determine a performance result for the instrument with appropriate accuracy, precision and significant figures 5.2. Use graphical and statistical analysis to determine unknowns as necessary 5.3. Ensure calculations are consistent with estimations and reasonable expectations 5.4. Evaluate results against prescribed performance criteria and determine if the instrument is suitable for trade use in accordance with legislative requirements
6. Conduct a verifier performance audit	6.1. Identify the scope of the verifier audit 6.2. Identify the expected outcomes of the verifier audit 6.3. Assess the verifier's performance against the expected outcome 6.4. Analyse any variances from the expected outcomes to identify any isolated or systemic problems
7. Report inspection results	7.1. Display the inspection result on the instrument in accordance with legislative requirements 7.2. Use test reports to present inspection results in the required format 7.3. Complete inspection documentation in accordance with legislative requirements and organisational procedures 7.4. Communicate inspection results within the specified time and in accordance with organisational guidelines 7.5. Recommend follow-up actions as appropriate.
8. Act on non-compliance	8.1. Select applicable enforcement action for the non-compliance in accordance with legislative requirements, organisational policy and procedures 8.2. Inform traders of non-compliances and consequences of failing to have them corrected 8.3. Implement enforcement action in accordance with legislative requirements, organisational policy and

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ELEMENT	PERFORMANCE CRITERIA
	procedures 8.4. Maintain the rights of the trader at all times

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE This section describes the skills and knowledge required for this unit.
Required skills

• accessing, interpreting and applying a range of documents for the inspection of complex measuring instruments including:
  • national measurement legislation
  • intermediate National Test Procedures
  • Certificates of Approval
  • National Measurement Institute inspection policy
  • Australian Standards
  • industry codes of practice
  • correction tables for volume, density and pressure for a range of liquids
  • national and international design rules
  • pattern approval documents
• accessing and interpreting Certificates of Verification for a wide range of reference standards
• performing inspection over extended durations up to five days in non-routine and hazardous environments
• using advanced communication and negotiation skills to:
  • explain purpose of the inspection
  • inform traders of non-compliances and consequences of failing to rectify
  • access external equipment and resources to complete the inspection
• explain inspection procedures and outcomes to traders, verifiers and managers
• accessing, transporting, setting up, validating, using and maintaining a broad range of test equipment and reference standards
• identifying and evaluating environmental factors that may impact on performance of complex measuring instruments
• organising large equipment to be dispatched ahead of inspection visit
• conducting lengthy tests and recording results with close attention to detail and accuracy
• performing complex calculations involving:

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REQUIRED SKILLS AND KNOWLEDGE

- fractions, decimals, ratios, proportions and percentages
- evaluation of formulae containing powers, exponents and logarithms functions
- use of scientific notation, correct units and correct number of significant figures
- calculation of uncertainties
- preparation and interpretation of linear, semi-log and log-log graphs
- interpretation of statistical quantities, such as mean, median, mode, range, variance and standard deviation
- determination of regression line equations and correlation coefficients
- preparation and interpretation of more complex control charts and frequency distribution plots

- analysing performance results over a broad range of operating conditions
- identifying non-compliances with national measurement legislation relating to instrument or verifier performance and initiate appropriate enforcement action including warning, infringement notice, undertaking, injunction and prosecution
- identifying potential trading practice non-compliance with national measurement legislation and initiating an appropriate inspection strategy
- planning complex tasks
- developing/implementing an efficient inspection strategy that minimises disruption to traders, the public, technicians, contractors, employees, colleagues and suppliers
- demonstrating professionalism and maintaining the rights of the trader at all times
- solving unexpected problems and non-routine issues
- working safely which may include applying basic first aid, confined space entry, working with hazardous materials, working safely in hazardous environments, working with heavy machinery, Australian Institute of Petroleum (AIP) cold work clearance permit, safety induction, working at heights and biosecurity issues

Required knowledge

- general chemical and physical principles and concepts including:
  - physical states (solid, liquid gas), weight, mass, gravity and density
  - pressure, pressure differential, backpressure and head pressure
  - fluid flow
  - flashpoint, boiling point and ice point
  - viscosity
  - temperature effects and coefficients of expansion
- basic knowledge of the design, application and function of components used in complex measuring instruments
- knowledge of the operating procedures across a range of environments including laboratories, retail, commercial, office, manufacturing, industrial, mining, construction, medical, chemical, petroleum, farming and abattoirs
- knowledge of metrological terms and terminology specific to complex measuring instruments such as:

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REQUIRED SKILLS AND KNOWLEDGE
• maximum permissible errors, maximum permissible difference and maximum permissible variation • traceability • repeatability • uncertainty, error of measurement and error of indication • meter creep • hose dilation • temperature correction • linearisation • gas elimination • national measurement legislation applicable to complex measuring instruments • detailed knowledge of National Test Procedures and operating procedures for equipment and reference standards used in job role including: • purpose of test • test conditions and possible environmental impacts on performance of the instrument • key preparation/measurement steps in test method • calculation steps to give results in appropriate units and precision • maximum permissible errors for complex measuring instruments under inspection • procedures for completing inspection documentation • organisational policy and procedures for inspecting instruments • safety principles and procedures relevant to instruments • basic first aid and site safety induction if required

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	Competency must be demonstrated in the ability to perform consistently at the required standard for any class of complex instrument listed in the Range Statement.
Critical aspects for assessment and evidence required to demonstrate	Assessors should ensure that candidates can:

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EVIDENCE GUIDE	
competency in this unit	• identify, access and apply test procedures • identify and use suitable reference standards • evaluate and adjust the impact of the operating environment on the performance of the instrument • analyse test results to determine the instrument's suitability for verification (trade use) • identify the scope of a verifier performance audit and assess results with expected outcomes • audit the performance of verifiers of complex measuring instruments • identify and implement additional inspection strategies for non-instrument related breaches of national measurement legislation • recognise and act on non-compliance • maintain the security and confidentiality of data in accordance with organisational and regulatory requirements • report results in the required formats and expected timeframe.
Context of and specific resources for assessment	This unit of competency is to be assessed in the workplace or simulated workplace environment. This unit of competency may be assessed with: • MSATMREF301A Use and maintain reference standards. Resources may include: • access to a complex instrument, test equipment and reference standards • computer and relevant software and/or organisation information management system • Certificates of Approval for the instrument • relevant legislative and organisational procedures.
Method of assessment	The following assessment methods are suggested: • questions to assess understanding of relevant procedures, licensing requirements, trader obligations and remedial actions • review of inspection reports and verifier performance audit reports prepared by the candidate • feedback from supervisors and peers regarding the candidate's ability to inspect the performance of instruments in accordance with legislative and organisational procedures

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	• observation of the candidate conducting an inspection. In all cases, practical assessment should be supported by questions to assess underpinning knowledge and those aspects of competency which are difficult to assess directly. Questioning techniques should suit the language and literacy levels of the candidate.
This competency in practice	Industry representatives have provided the case studies below to illustrate the practical application of this unit of competency and to show its relevance in a workplace setting. An inspector has been given the task of inspecting a bulk flowmetering system at an oil company distribution terminal. In preparation, the inspector evaluates the instrument nominated for inspection, identifies and accesses appropriate documentation for the inspection, identifies and accesses equipment, evaluates previous inspection data and develops an inspection strategy.The inspector visits the terminal to discuss the proposed inspection strategy with the site controller. During this discussion, the inspector discovers that access to the instrument has been restricted and modifications will have to be made to the area surrounding the instrument. The site controller engages a contractor to make the necessary modifications and agrees on an inspection strategy that will minimise disruption to terminal operations. On completion of the modifications, the inspector returns to the terminal to inspect the bulk flowmetering system. The site controller has arranged for all the resources identified at the inspection strategy meeting to be available. Prior to commencing any testing, the inspector holds a meeting with all personnel involved in the inspection and describes the inspection strategy. A fitter who will be operating the instrument identifies a problem and offers a solution. The inspector agrees and adjusts the inspection strategy accordingly.At the completion of the testing, the inspector uses the recorded data in combination with a variety of data derived from correction tables and complex mathematical formulae to determine performance result for the instrument.These results confirm the instrument's performance is outside

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	the acceptable maximum permissible errors. The inspector informs the site controller of the outcome and issues a formal warning explaining that the instrument cannot be used for trade until it has been corrected and verified by a licensed verifier.During a follow up visit, the inspector confirms the instrument has been repaired and verifies it.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Prescribed performance criteria for instruments	Prescribed performance criteria for instruments may include: • design is in accordance with the appropriate Certificates of Approval • performance meets the criteria described in the Certificates of Approval, National Test Procedure and legislation
Appropriate documentation	Where reference is made to documentation, it is expected the latest version will be used. Appropriate documentation may include: • reference standards • Certificates of Verification • Certificates of Approval for complex instruments • test procedures for verifying complex instruments • organisational test reports • organisational procedures e.g. company quality assurance manual • National Measurement Act • occupational health and safety (OHS)

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RANGE STATEMENT	
	regulations, guidelines and procedures material data safety sheets • equipment manuals and warranty, supplier catalogues and handbooks
Certificates of Approval	Certificates of Approval may include: • any Certificate issued under the National Measurement Regulations approving the pattern of a complex measuring instrument as being suitable for trade
Enforcement action	Enforcement action may include: • formal warnings • infringement notice • formal undertaking • injunction • prosecution
Test equipment	Test equipment may include: • reference standards of measurement • equipment other than reference standards of measurement such as weighing instruments, pumping units, control instruments, two way communication, hoses, fittings, rail wagons, trains and tankers • LPG cylinders
Legislation may include	Legislation may include: • national measurement legislation • applicable Commonwealth, state and territory OHS legislation
National Measurement Institute policy	National Measurement Institute policy may include: • test procedure variations between a verification, in-service or audit inspection • bulletin • instruction • determination
National Test Procedures for complex instruments	National Test Procedures for complex instruments may include: • non-automatic weighing machines >3 tonne • LPG dispensers

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RANGE STATEMENT	
	• bulk LPG flowmetering systems • flowmetering systems tested using the master meter or gravimetric methods • automatic rail weighbridges • continuous totalising automatic weighing instruments (belt weighers) • totalising hopper weighing instruments • any other test procedure prescribed by the National Measurement Institute
OHS and environmental management requirements	OHS and environmental management requirements refer to: • all operations must comply with enterprise OHS and environmental management requirements, which may be imposed through state/territory or Federal legislation. These requirements must not be compromised at any time • all operations assume the potentially hazardous nature of samples and require standard precautions to be applied • where relevant, users should access and apply current industry understanding of infection control issued by the National Health and Medical Research Council and State and Territory Departments of Health
Operating environmental impacts	Operating environmental impacts may include: • vibration • wind • heat • dust • electromagnetic interference • out of level
Specified calculations	Specified calculations may include: • calculations involving fractions, decimals, ratios, proportions and percentages • evaluation of formulae containing powers, exponents and logarithms functions • use of scientific notation, correct units and correct number of significant figures • calculation of uncertainties • preparation and interpretation of linear,

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RANGE STATEMENT	
	semi-log and log-log graphs • calculation and interpretation of statistical quantities, such as mean, median, mode, range, variance and standard deviation • determination of regression line equations and correlation coefficients • preparation and interpretation of more complex control charts and frequency distribution plots
Records	Records may include: • test reports • safety procedures • a history of equipment calibration and test results
Complex instruments	Inspectors may be required to test and mark any of the classes of instruments from the following list. Complex instruments may include: • non-automatic weighing machines >3 tonne • LPG dispensers • LPG bulk flowmetering systems • flowmetering systems tested using master meter or gravimetric methods • automatic rail weighbridges • continuous totalising automatic weighing instruments (belt weighers) • totalising hoppers weighing instruments • any other complex measuring instrument prescribed by the National Measurement Institute

Unit Sector(s)

Unit sector	Trade Measurement

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Competency field

Competency field	

Co-requisite units

Co-requisite units		

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MSATMVER403A Verify inspector's class reference standards

Modification History

Not applicable.

Unit Descriptor

Unit descriptor	This unit of competency covers the ability to calibrate reference standards to the inspector's class level in accordance with standard calibration procedures. These procedures specify all associated reference standards, equipment and methods to be used and the required parameters, quantities and ranges to be tested, including the criteria for validation or rejection. Standard calibration procedures are sometimes complex and lengthy but must be carried out in a methodical and standard manner. Personnel are not permitted to deviate from explicit instructions in any manner, nor modify the procedure, nor substitute alternative equipment.

Application of the Unit

Application of the unit	This unit of competency is applicable to laboratory and calibration technicians who carry out testing and/or calibrations using standard calibration methods in National Association of Testing Authorities (NATA) accredited laboratories. They work under limited supervision and their results are interpreted and checked by the laboratory supervisor, quality officer or designated signatory. Industry representatives have provided case studies to illustrate the practical application of this unit of competency and to show its relevance in a workplace setting. These are found at the end of this unit of competency under the section This competency in practice'.

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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite units		

Employability Skills Information

Employability skills	This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.

Elements and Performance Criteria

ELEMENT	**PERFORMANCE CRITERIA**
1. Receive and schedule inspector's class reference standards for calibration	1.1. Identify the level of verification required by the client 1.2. Evaluate and implement appropriate strategies where the standard's suitability for purpose does not meet client expectations 1.3. Enter details for the inspector's class reference standard into the organisation's information management system and apply appropriate tracking mechanisms 1.4. Process 'urgent' calibration requests according to the

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ELEMENT	PERFORMANCE CRITERIA
	organisation's policy and procedures 1.5. Maintain confidentiality of all client and organisation data and information 1.6. Ensure that information provided to clients is accurate, relevant and authorised for release 1.7. Deal with customers politely, efficiently and in accordance with organisational policy and procedures
2. Prepare for calibration	2.1. Identify and access the appropriate procedure for the calibration in accordance with organisational policy and procedures 2.2. Identify possible sources of measurement error during calibration and implement appropriate control strategies 2.3. Condition inspector's class reference standards and high order reference standards in accordance with calibration and organisational procedures where applicable 2.4. Identify hazards and use the specified personal protective equipment, safety equipment and procedures 2.5. Evaluate the suitability of high order reference standards and measuring equipment selected for the calibration against the organisation's specification requirements and calibration procedure 2.6. Document calibration status, report out-of-calibration test equipment/high order reference standards and quarantine where required
3. Perform calibration	3.1. Assess the design and appearance of an inspector's class reference standard against prescribed stadards 3.2. Perform calibration without variance according to the documented procedure to ensure repeatability of measurement 3.3. Confirm readings are the result of a valid measurement and record data as required 3.4. Adjust inspector's class reference standard if applicable
4. Analyse and report calibration results	4.1. Estimate and document uncertainty of measurement in accordance with organisation's policy and procedures, if required 4.2. Identify prescribed performance criteria for the inspector's class reference standard and evaluate against calibration results

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ELEMENT	PERFORMANCE CRITERIA
	4.3. Analyse calibration results to confirm they are within the maximum permissible variation and uncertainty for the scope of calibration 4.4. Analyse any variances from the performance criteria to identify isolated or systemic problems with the inspector's class reference standards or calibration procedure 4.5. Record the results of each test/calibration accurately, unambiguously and objectively
5. Finalise calibration	5.1. Attach calibration labels, equipment stickers, quality control tags and tamper resistant seals as required by the organisation's procedures 5.2. Prepare and submit to the laboratory supervisor a final report on the calibration detailing procedure, traceability, results and all other required information 5.3. Store test equipment/high order reference standards and calibration records in accordance with organisational policy and procedures 5.4. Identify and report unserviceable equipment or high order reference standards to the laboratory supervisor 5.5. Clean equipment and high order reference standards in accordance with organisational policy and procedures

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This section describes the skills and knowledge required for this unit.

Required skills

- accessing, interpreting and applying a range of documents for the verification of reference standards including:
  - national measurement legislation
  - National Measurement Institute laboratory operating procedures
  - National Measurement Institute monographs
- accessing and interpreting Certificates of Verification for a range of higher order reference standards
- maintaining very close attention to procedures, accuracy and precision of measurement to ensure integrity of test/calibration results (especially during

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REQUIRED SKILLS AND KNOWLEDGE

lengthy tests)
• examining each calibration step critically to ensure repeatability and validity of data
• selecting, setting up, validating, using and maintaining a range of balances and reference standards
• operatingtest equipment correctly and safely
• applying all relevant procedures and regulatory requirements to ensure the quality and integrity of the services or data provided
• conducting tests and recording results with close attention to detail and accuracy
• performing calculations involving:
  • fractions, decimals, ratios, proportions and percentages
  • scientific notation, correct units and the correct number of significant figures
  • interpretation of statistical quantities, such as mean, median, mode, range, variance and standard deviation
• recognising problems or departures in systems and documentation and initiating actions to prevent or minimise them
• preparing test/calibration documentation that is accurate and complies with requirements
• recognising and reporting opportunities for improvements to procedures
• planning routine tasks
• solving routine/expected problems
• working safely which may include applying basic first aid

Required knowledge
• understanding of the purpose of metrology and calibration, including common terminology, concepts, principles, procedures and applications • detailed knowledge of specific metrology terms and principles such as uncertainty, maximum permissible variations, traceability and legal requirements for traceability • NATA's and the National Measurement Institute's role in the measurement and testing system in Australia, measurement standards laboratories • requirements for the competence of testing and calibration laboratories (for example, AS ISO/IEC 17025) as they affect job role and responsibilities • national measurement legislation applicable to verification of inspector's class reference standards • selection and application of appropriate test methods and calibration procedures • hierarchy and appropriate selection of reference instruments • detailed knowledge of calibration procedures (equipment, measurement steps, test conditions, environmental impacts, calculations, uncertainty treatment) to give results in appropriate accuracy, precision and units • use of calibration and correction charts • methods for statistical analysis (means, ranges, standard deviations) and estimation

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REQUIRED SKILLS AND KNOWLEDGE
of uncertainty of measurement (may include the use of software) • non-conformance/non-compliance procedures and protocols associated with equipment, reference material and calibration procedures • troubleshooting procedures for equipment and test methods • handling, transport, storage and operation of reference and working standards • laboratory environmental control requirements • organisation's policy and procedures for verifying inspector's class reference standards • lines of communication, reporting procedures and legislative requirements • relevant health, safety and environmental requirements safety principles and procedures relevant test environment, basic first aid and site safety induction if required

Evidence Guide

EVIDENCE GUIDE	
The Evidence Guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.	
Overview of assessment	Competency must be demonstrated in the ability to perform consistently at the required standard for any inspector's class reference standards listed in the Range Statement.
Critical aspects for assessment and evidence required to demonstrate competency in this unit	Assessors should ensure that candidates can: • identify, access and apply calibration procedures • identify and use high order reference standards of measurement • evaluate and adjust the impact of the operating environment on the results of the calibration • identify the scope of a calibration and compare results with expected outcomes • maintain the security and confidentiality of data in accordance with organisational and regulatory requirements • report results in the required formats and expected timeframe.
Context of and specific resources for assessment	This unit of competency is to be assessed in the workplace or simulated workplace environment.

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EVIDENCE GUIDE	
	This unit of competency may be assessed with: • MSATMREF301A Use and maintain reference standards. Resources may include: • reference standards, balances, weighing instruments and test equipment • computer and relevant software and/or organisation information management system • National Measurement Institute laboratory operating procedures • relevant legislative and organisational procedures.
Method of assessment	The following assessment methods are suggested: • questions to assess understanding of relevant metrology/calibration terms, principles and procedures • review of calibration reports prepared by the candidate • feedback from supervisors and peers regarding the candidate's ability to verify inspector's class reference standards in accordance with legislative and organisational procedures • observation of the candidate calibrating inspector's class reference standards. In all cases, practical assessment should be supported by questions to assess underpinning knowledge and those aspects of competency which are difficult to assess directly. Questioning techniques should suit the language and literacy levels of the candidate.
This competency in practice	Industry representatives have provided the case studies below to illustrate the practical application of this unit of competency and to show its relevance in a workplace setting. A customer delivers a 200 L Inspectors Class 1 Volume measure for calibration. Personnel in the laboratory's item reception area log the job and the laboratory supervisor assigns it to a calibration technician. He/she reads the work order and retrieves the approved calibration procedure. The procedure requires the measure to be tested gravimetrically. The technician accesses and validates the test equipment and high order

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EVIDENCE GUIDE	
	reference standards. The density of the town water supply is determined using a verified hydrometer. The measure is visually inspected for defects and contamination. The volume of the measure is determined three times by filling the measure with town water to the capacity mark, recording the temperature of the water and recording the mass of water. This data is used, in conjunction with the town water density (determined previously) and thermal appropriate expansion/buoyancy corrections, to calculate the actual volume of the measure. The technician notes that some values are outside the allowable tolerance and adjustments will have to be made. He/she takes another set of readings after making the necessary adjustments and records them on the report. The technician applies the required calibration marks to the measure, updates the database, produces a test report and places the item in the despatch area for inspection by the supervisor. The supervisor visually inspects the item and checks the calibration data on the report. The job has taken four hours to complete.

Range Statement

RANGE STATEMENT	
The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.	
Appropriate documentation	Where reference is made to documentation, it is expected the latest version will be used. Appropriate documentation may include: • high order reference standard Certificates of Verification • test methods, calibration procedures and monographs (validated and authorised) • organisational test reports • organisational procedures e.g. company quality assurance manual

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RANGE STATEMENT	
	• National Measurement Institute laboratory operating procedures • National Measurement Act • occupational health and safety (OHS) regulations, guidelines and procedures • equipment manuals and warranty, supplier catalogues and handbooks • quality manuals, equipment and operating/technical manuals • enterprise recording and reporting procedures and standard operating procedures (SOPs)
Hazards	Hazards may include: • electric shock • disturbance or interruption of services • manual handling of heavy equipment boxes
Safety procedures	Safety procedures may include: • use of personal protective equipment, such as hearing protection, gloves, safety glasses and coveralls • ensuring access to service shut-off points • regular cleaning of equipment and work areas
Inspectors Class Reference standards	Inspectors Class Reference standards may include: • inspector's class of reference standards as defined in the National Measurement Regulations
Operating procedures	Operating procedures may include: • manufacturers' specifications • industry guidelines • Australian standards • procedures and guidelines based on national measurement legislation
Legislation	Legislation may include: • national measurement legislation • applicable Commonwealth, state and territory OHS legislation
OHS and environmental management requirements	OHS and environmental management requirements refer to: • all operations must comply with enterprise

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RANGE STATEMENT	
	OHS and environmental management requirements, which may be imposed through state/territory or Federal legislation. These requirements must not be compromised at any time • where relevant, users should access and apply current industry understanding of infection control issued by the National Health and Medical Research Council and State and Territory Departments of Health
Operating environmental impacts	Operating environmental impacts may include: • vibration • wind • heat • dust • electromagnetic interference • out of level • liquid being measured
Records	Records may include: • test reports • safety procedures • a history of equipment calibration and test results
Standard calibrations	Standard calibrations may involve testing and/or calibrating the following equipment and reference materials using standard methods and procedures: • common types of test equipment such as balances, calipers, masses, micrometers, tape measures, rules, temperature (digital) indicating systems, thermometers, timing devices, weighing instruments and volume measures

Unit Sector(s)

Unit sector	Trade Measurement

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Competency field

Competency field	

Co-requisite units

Co-requisite units		

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MSL924001 Process and interpret data

Modification History

Release 1. Supersedes and is equivalent to MSL924001A Process and interpret data

Application

This unit of competency covers the ability to retrieve data, evaluate formulae and perform scientific calculations, present and interpret information in tables and graphs and keep accurate records. The unit requires personnel to solve problems of limited complexity where the information may be less obvious, but not contradictory, and can be determined by direct reasoning.

This unit of competency is applicable to laboratory assistants, field/laboratory technicians and instrument operators in all industry sectors.

While no specific licensing or certification requirements apply to this unit at the time of publication, laboratory operations are governed by relevant legislation, regulations and/or external accreditation requirements. Local requirements should be checked.

Pre-requisite Unit

Nil

Competency Field

Data

Unit Sector

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.	
1	**Retrieve and check data**	1.1	Store and retrieve data using appropriate files and/or application software
		1.2	Verify the quality of data using workplace procedures
		1.3	Rectify errors in data using workplace procedures

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2	**Calculate scientific quantities**	2.1	Calculate statistical values for given data
		2.2	Calculate scientific quantities using given formulae and data and estimate uncertainties
		2.3	Ensure calculated quantities are consistent with estimations and expectations
		2.4	Report all calculated quantities using the appropriate units and correct number of significant figures
3	**Present data**	3.1	Present data in clearly labelled tables, charts and graphs
		3.2	Graph data using appropriate scales to span the range of data or display trends
		3.3	Report all data using the appropriate units and number of significant figures
4	**Interpret data**	4.1	Interpret significant features of tables, charts and graphs, including gradients, intercepts, maximum and minimum values, and limit lines
		4.2	Recognise and report trends in data
5	**Keep accurate records and maintain confidentiality**	5.1	Transcribe information accurately
		5.2	Verify the accuracy of records following workplace procedures
		5.3	File and store workplace records in accordance with workplace procedures
		5.4	File all reference documents logically and keep them up-to-date and secured
		5.5	Observe workplace confidentiality standards

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Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Standards, codes, procedures and/or workplace requirements

Standards, codes, procedures and/or enterprise requirements include the latest version of one or more of:

- Australian and international standards, guides and the National Association of Testing Authorities (NATA) Technical Notes that cover the application of international system of units (SI), accuracy of measurement methods and results, and quantifying uncertainty in measurement
- national measurement regulations and guidelines
- validated sampling and test procedures and spreadsheets developed in-house for assay and process calculations where applicable
- workplace procedures, manuals and/or plans covering quality assurance, customer service, material safety data sheets (MSDS), equipment, supplier catalogues and handbooks

Data

Data includes:

- worksheets, spreadsheets and/or databases linked to information management systems
- results of observations, tests and measurements, analyses, surveys and/or quality assurance and control assessments
-

Calculations

Calculations are performed with or without a calculator and using computer software, spreadsheets, databases and statistical packages

Records

Records include information associated with one or more of:

- purchase of equipment and materials, service records

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- safety procedures
- history of calibration and test results

Work health and safety (WHS) and environmental management requirements

WHS and environmental management requirements include:

- complying with WHS and environmental management requirements at all times, which may be imposed through state/territory or federal legislation. These requirements must not be compromised at any time
- applying standard precautions relating to the potentially hazardous nature of samples
- accessing and applying current industry understanding of infection control issued by the National Health and Medical Research Council (NHMRC) and State and Territory Departments of Health, where relevant

Unit Mapping Information

Release 1. Supersedes and is equivalent to MSL924001A Process and interpret data

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5c63a03b-4a6b-4ae5-9560-1e3c5f462baa

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Assessment Requirements for MSL924001 Process and interpret data

Modification History

Release 1. Supersedes and is equivalent to MSL924001A Process and interpret data

Performance Evidence

Evidence of competence in this unit must satisfy all of the requirements of the elements and performance criteria, and include demonstration of:

- retrieving coding, recording and checking data
- calculating scientific and statistical quantities with or without a calculator or computer software, including the following items:
  - converting units involving multiples and submultiples
  - scientific notation, significant figures, round off, estimate and approximate
  - transposing and evaluating formulae
  - fractions, decimals, proportions and percentages
  - mean
  - median
  - mode
  - standard deviation
- performing at least five (5) of the following calculations:
  - perimeters and angles
  - percentage and absolute uncertainties in measurements and test results
  - areas (m^2) and volumes (mL, L, m^3) of regular shapes, such as packaging
  - dose (mg), average mass, mass percentage, density, specific gravity, moisture, relative and absolute humidity, viscosity and permeability
  - ratios, such as mass to mass, mass to volume and volume to volume percentages
  - concentration, such as molarity, g/100mL, mg/L, mg/L, ppm, ppb, dilution mL/L
  - average count, colonies per swab surface and cell counts, such as live and dead/total
  - process variables, such as pressure, gauge pressure, velocity and flow rates
  - biological oxygen demand (BOD), chemical oxygen demand (COD) and total organic carbons (TOC)
  - food properties, such as % concentration (dry), friability, bitterness, brix, free amino nitrogen, diastatic power, calorific content and yeast viability, % content of moisture, ash, fat, protein, alcohol, sulphur dioxide and trace metals, such as calcium or zinc
  - mechanical properties, such as stress, strain, moduli and force
  - presenting accurate results in the required format (significant figures, uncertainty units)
- preparing and presenting data in the following formats:

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  - tables
  - graphs
  - line graphs
  - histograms
  - pie charts, bar charts and control charts
  - semi-quantitative observations expressed on a scale (e.g. 1 to 4 or + to ++++)
- recognising and interpreting significant points, anomalies and trends in data
- maintaining the confidentiality of data in accordance with workplace and regulatory requirements
- keeping accurate records that are up-to-date and secure.

Knowledge Evidence

Must provide evidence that demonstrates knowledge of:

- concepts of metrology, including:
  - that all measurements are estimates
  - measurements belong to a population of measurements of the measured parameters
  - repeatability, precision, accuracy and significant figures
  - sources of error, and uncertainty associated with measurement steps
  - traceability
- the international system of units (SI)
- scientific and technical terminology relevant to job role
- procedures for coding, entering, storing, retrieving and communicating data
- procedures for verifying data and rectifying mistakes
- procedures for maintaining and filing records, and maintaining security of data
- work health and safety (WHS) and environment requirements.

Assessment Conditions

- Judgement of competence must be based on holistic assessment of the evidence. Assessment methods must confirm consistency of performance over time, rather than a single assessment event.
- This unit of competency is to be assessed in the workplace or a simulated workplace environment. A simulated workplace environment must reflect realistic operational workplace conditions that cover all aspects of workplace performance, including the environment, task skills, task management skills, contingency management skills and job role environment skills.
- Foundation skills are integral to competent performance of the unit and should not be assessed separately.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.

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- Knowledge evidence may be collected concurrently with performance evidence or through an independent process, such as workbooks, written assessments or interviews (provided a record is kept in each case).
- This unit of competency may be assessed with:
  - MSL924002 Use laboratory application software
  - technical units, such as:
  - relevant MSL973000 series units of competency
  - relevant MSL974000 series units of competency.
- Holistic assessment methods include:
  - review of data worksheets, calculations, computer files (such as spreadsheets, databases and statistical analysis), graphs, tables and/or charts prepared by the candidate
  - review of records transcribed, maintained or stored by the candidate
  - feedback from supervisors and peers
  - questions to assess understanding of calculations, relevant procedures and trends in data
  - observation of the candidate as they process data, file and store records.
- Access is required to instruments, equipment, materials, workplace documentation, procedures and specifications associated with this unit, including, but not limited to:
  - data sets and records
  - a calculator
  - spreadsheets, computer software, databases and statistical packages
  - computer and relevant software or laboratory information system
  - relevant workplace procedures.
- Assessors must satisfy the assessor competency requirements that are in place at the time of the assessment as set by the VET regulator.
- The assessor must demonstrate both technical competency and currency.
- Technical competence can be demonstrated through:
  - relevant VET or other qualification/Statement of Attainment AND/OR
  - relevant workplace experience
- Currency can be demonstrated through:
  - performing the competency being assessed as part of current employment OR
  - having consulted with a laboratory about performing the competency being assessed within the last twelve months.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5c63a03b-4a6b-4ae5-9560-1e3c5f462baa

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MSL925002 Analyse measurements and estimate uncertainties

Modification History

Release 1. Supersedes and is equivalent to MSL925002A Analyse measurements and estimate uncertainties

Application

This unit of competency covers the ability to use statistical analysis to estimate and report measurement uncertainty in accordance with the ISO Guide to the Expression of Uncertainty in Measurement (or its replacement Standard). Personnel are required to review their estimates of measurement uncertainty to assist with making decisions on the fitness for purpose of the measurements.

This unit of competency is applicable to laboratory personnel who work in calibration and testing facilities, process and interpret data and are required to determine uncertainties using standard methods. The rigour required in estimating uncertainty will depend on the required accuracy of the particular calibration, test or measurement.

While no specific licensing or certification requirements apply to this unit at the time of publication, laboratory operations are governed by relevant legislation, regulations and/or external accreditation requirements. Local requirements should be checked.

Pre-requisite Unit

MSL924001 Process and interpret data

Competency Field

Data

Unit Sector

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.	
1	**Identify the**	1.1	Specify an equation for the measurement

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	measured quantity and the uncertainty components	1.2	List uncertainty components that are associated with each input in the equation
2	**Determine the size of each uncertainty component**	2.1	Calculate the standard deviations and standard deviation of the mean from the measurement results
		2.2	Use calibration reports, manufacturer's specifications, quality control and validation data, and experimental data to collect other available information on the uncertainty components
3	**Reduce each uncertainty component to a standard uncertainty**	3.1	Allocate an appropriate distribution for each uncertainty component
		3.2	Calculate the standard uncertainties
4	**Calculate an expanded uncertainty to the required confidence level**	4.1	Calculate the sensitivity coefficient for each uncertainty component
		4.2	Calculate a combined standard uncertainty
		4.3	Determine an appropriate coverage factor based on the degrees of freedom associated with each uncertainty component
		4.4	Calculate the expanded uncertainty
5	**Report the expanded uncertainty**	5.1	Report the result and uncertainty to an appropriate number of significant figures
		5.2	Report the confidence level and coverage factor
		5.3	Determine the appropriateness of the size of the expanded uncertainty relative to the tolerance or required accuracy of the test
		5.4	Determine the fitness for purpose of the expanded uncertainty relative to the use of the measurement result

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Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Standards, codes, procedures and/or workplace requirements

Standards, codes, procedures and/or enterprise requirements include the latest version of one or more of:

- Australian and international standards and guides, such as:
  - competency requirements for testing and calibration laboratories, quality management and measurement management
  - ISO 5725 Accuracy (trueness and precision) of measurement methods and results
  - ISO/IEC Guide 98-3:2008 Uncertainty of Measurement - Part 3 Guide to the Expression of Uncertainty in Measurement
  - Eurachem/CITAC Guide CG4 Quantifying uncertainty in analytical measurement, Eurolab technical report and Nordtest
- National Association of Testing Authorities (NATA) accreditation program requirements and NATA technical notes
- national measurement regulations and guidelines
- Australian codes, such as of good manufacturing practice for medicinal products (GMP), and principles of good laboratory practice (GLP)
- workplace documents, such as quality manual, customer quality plan, equipment manuals and warranty, supplier catalogues and handbooks
- validated sampling and test procedures

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Data	Data includes: • worksheets, spreadsheets or databases linked to information management systems • the results of tests, measurements and analyses •
Records	Records include information associated with one or more of: • purchase of equipment and materials and service records • manufacturer datasheets • calibration reports • history of calibration and test results
Work health and safety (OHS) and environmental management requirements	WHS and environmental management requirements include: • complying with WHS and environmental management requirements at all times, which may be imposed through state/territory or federal legislation. These requirements must not be compromised at any time • applying standard precautions relating to the potentially hazardous nature of samples • accessing and applying current industry understanding of infection control issued by the National Health and Medical Research Council (NHMRC) and State and Territory Departments of Health, where relevant

Unit Mapping Information

Release 1. Supersedes and is equivalent to MSL925002A Analyse measurements and estimate uncertainties

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5c63a03b-4a6b-4ae5-9560-1e3c5f462baa

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Assessment Requirements for MSL925002 Analyse measurements and estimate uncertainties

Modification History

Release 1. Supersedes and is equivalent to MSL925002A Analyse measurements and estimate uncertainties

Performance Evidence

Evidence of competence in this unit must satisfy all of the requirements of the elements and performance criteria, and include demonstration of:

- using scientific notation, correct units and correct number of significant figures
- evaluating formulae containing powers, exponents and logarithms functions
- preparing and interpreting linear graphs
- using statistical analysis to estimate and report measurement uncertainty in accordance with the *ISO Guide to the Expression of Uncertainty in Measurement*
- preparing a fully documented, realistic uncertainty budget that is appropriate for the application
- calculating a combined standard uncertainty using root-sum-of-squares, accounting for correlations where necessary
- gathering information about uncertainty components from calibration reports or reference material report
- calculating sensitivity coefficients either experimentally or by partial differentiation
- calculating expanded uncertainty
- using spreadsheets to calculate uncertainties
- deciding if the uncertainty is suitable for the accuracy required for the test and establishing whether it is fit for purpose using the tolerance to uncertainty ratio (TUR)
- using and interpreting mean, standard deviation, standard deviation of the mean, degrees of freedom, histograms and frequency plots, probability, normal probability plots and control charts
- using the student's t-table to get a coverage factor for a particular level of confidence
- using and interpreting significance tests, such as t-test, f-test and analysis of variance (ANOVA), variances, standard deviation of prediction and linear regression
- using regression methods for calibration, linearity checks and comparing analytical methods
- using and interpreting normal, rectangular, triangular distributions and the factors used to reduce each to a standard uncertainty
- allocating degrees of freedom to each uncertainty component using the Welch-Satterthwaite equation
- reporting results and uncertainties in the required formats.

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Knowledge Evidence

Must provide evidence that demonstrates knowledge of:

- the steps in the measurement, test or calibration involved
- the difference between errors, corrections and uncertainties
- uncertainty in the uncertainty estimation process
- uncertainty components that are common to the use of an instrument
- uncertainty components that arise due to the instrument being used under different conditions to those when it was calibrated
- uncertainty components, such as:
  - calibration uncertainty
  - instability or drift in the calibrated instrument
  - repeatability of the results
  - resolution or readability of the instrument
  - environmental influences, such as temperature, air pressure, humidity, vibration, electrical noise and gravity
  - reference material uncertainty
  - factors arising from using an instrument under a different operating environment or procedures (e.g. orientation of a transducer and immersion depth of a temperature probe)
  - reproducibility of quality control data
- procedures for determining the uncertainty components associated with each of the inputs and whether they are significant and for applying appropriate corrections
- manufacturer's specifications (e.g. instrument drift specification and reference materials)
- procedures for determining uncertainty components from quality control data
- the concept of degrees of freedom
- the characteristics of a valid measurement
- reporting requirements, such as the uncertainty in measurement (GUM), National Association of Testing Authorities (NATA) or other applicable reference material
- confidence levels required by the National Measurement Act 1960 (e.g. 95% for most applications, but others may require a higher confidence level).

Assessment Conditions

- Judgement of competence must be based on holistic assessment of the evidence. Assessment methods must confirm consistency of performance over time, rather than a single assessment event.
- This unit of competency is to be assessed in the workplace or a simulated workplace environment. A simulated workplace environment must reflect realistic operational workplace conditions that cover all aspects of workplace performance, including the environment, task skills, task management skills, contingency management skills and job role environment skills.
- Foundation skills are integral to competent performance of the unit and should not be assessed separately.

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- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Knowledge evidence may be collected concurrently with performance evidence or through an independent process, such as workbooks, written assessments or interviews (provided a record is kept in each case).
- This unit of competency may be assessed with:
  - MSL904001 Perform standard calibrations
  - MSL905001 Perform non-standard calibrations
- Holistic assessment methods include:
  - review of data worksheets, calculations, spreadsheets, databases, statistical analysis, graphs and/or tables prepared by the candidate
  - questions to assess understanding of relevant procedures, trends in data and sources of uncertainty
  - review of reports and records prepared by the candidate
  - feedback from supervisors and peers regarding the candidate's ability to estimate uncertainty in accordance with workplace procedures.
- Access is required to all instruments, equipment, materials, workplace documentation, procedures and specifications associated with this unit, including, but not limited to:
  - data sets and records
  - test methods and description of test set-up
  - computer and relevant software or laboratory information system
  - workplace procedures.
- Assessors must satisfy the assessor competency requirements that are in place at the time of the assessment as set by the VET regulator.
- The assessor must demonstrate both technical competency and currency.
- Technical competence can be demonstrated through:
  - relevant VET or other qualification/Statement of Attainment AND/OR
  - relevant workplace experience.
- Currency can be demonstrated through:
  - performing the competency being assessed as part of current employment OR
  - having consulted with a laboratory about performing the competency being assessed within the last twelve months.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5c63a03b-4a6b-4ae5-9560-1e3c5f462baa

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MSL934002 Apply quality system and continuous improvement processes

Modification History

Release 1. Supersedes and is equivalent to MSL934002A Apply quality system and continuous improvement processes

Application

This unit of competency covers the exercise of good laboratory practice (GLP) and effective participation in quality improvement teams. Personnel are required to ensure the quality and integrity of their own work, detect non-conformances and work with others to suggest improvements in productivity and quality.

This unit of competency is applicable to laboratory technicians working in all industry sectors who contribute to quality improvements in areas or processes associated with their own job function and/or specialisation. This unit of competency is relevant to experienced technical officers who may work individually or as part of a team.

While no specific licensing or certification requirements apply to this unit at the time of publication, laboratory operations are governed by relevant legislation, regulations and/or external accreditation requirements. Local requirements should be checked.

Pre-requisite Unit

Nil

Competency Field

Quality

Unit Sector

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.	
1	**Satisfy quality system**	1.1	Access information on quality system requirements for own job function

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	requirements in daily work	1.2	Record and report quality control data in accordance with quality system
		1.3	Follow quality control procedures to ensure products or data are of a defined quality as an aid to acceptance or rejection
		1.4	Recognise and report non-conformances or problems
		1.5	Conduct work in accordance with sustainable work practices
		1.6	Promote sustainability principles and work practices to other workers
2	**Analyse opportunities for corrective and/or optimisation action**	2.1	Compare current work practices, procedures and process or equipment performance with requirements and/or historical data or records
		2.2	Recognise variances that indicate abnormal or sub-optimal performance
		2.3	Collect and/or evaluate batch and/or historical records to determine possible causes for sub-optimal performance
		2.4	Use appropriate quality improvement techniques to rank the probabilities of possible causes
3	**Recommend corrective and/or optimisation actions**	3.1	Analyse causes to predict likely impacts of changes and decide on the appropriate actions
		3.2	Identify required changes to standards and procedures and training
		3.3	Report recommendations to designated personnel
4	**Participate in the implementation of recommended actions**	4.1	Implement approved actions and monitor performance following changes to evaluate results
		4.2	Implement changes to systems and procedures to eliminate possible causes
		4.3	Document outcomes of actions and communicate them to relevant personnel

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5	**Participate in the development of continuous improvement strategies**	5.1	Review all relevant features of work practice to identify possible contributing factors leading to sub-optimal performance
		5.2	Identify options for removing or controlling the risk of sub-optimal performance
		5.3	Assess the adequacy of current controls, quality methods and systems
		5.4	Identify opportunities to continuously improve performance
		5.5	Develop recommendations for continual improvements of work practices, methods, procedures and equipment effectiveness
		5.6	Consult with appropriate personnel to refine recommendations before implementation of approved improvement strategies
		5.7	Document outcomes of strategies and communicate them to relevant personnel

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

Standards, codes, procedures and/or workplace requirements

Standards, codes, procedures and/or workplace requirements include the latest version of one or more of:

- Australian and international standards covering the requirements for the competence of testing and calibration laboratories,

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quality management systems and plans, measurement management, and sampling and testing
- national work health and safety (WHS) standards and codes of practice, and National Association of Testing Authorities (NATA) accreditation program requirements
- national measurement regulations and guidelines
- specific codes, regulations guidelines, procedures and methods, such as Australia New Zealand Food Standards (ANZFS) Code, Australian code of good manufacturing practice for medicinal products (GMP), principles of good laboratory practice (GLP), National Health and Medical Research Council (NHMRC) Guidelines, and Therapeutic Goods Regulations
- workplace documents, such as standard operating procedures (SOPs); quality and equipment manuals; calibration and maintenance schedules; material safety data sheets (MSDS) and safety procedures; material, production and product specifications; production and laboratory schedules; workplace recording and reporting procedures; and waste minimisation and safe disposal procedures
- customer-specific requirements/standards

Quality control procedures

Quality control procedures include one or more of:

- standards imposed by regulatory and licensing bodies
- working to a customer brief or batch card and associated quality procedures
- checklists to monitor job progress against agreed time, costs and quality standards
- preparation of sampling plans
- the use of hold points to evaluate conformance
- the use of inspection and test plans to check compliance

Sustainable work practices

Sustainable work practices include, but are not limited to, one or more of:

- examining work practices that use excessive electricity
- switching off equipment when not in use
- regularly cleaning filters
- insulating rooms and buildings to reduce energy use
- recycling and reusing materials wherever practicable
- minimising process waste

Quality improvement

Quality improvement tools and techniques include using one or

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tools and techniques

more of:

- plan, do, check, act (PDCA)
- Ishikawa fishbone diagrams and cause and effect diagrams, logic tree, similarity/difference analysis, Pareto charts and analysis, force field/strength, weakness, opportunities, threats (SWOT) analysis
- run charts, control charts, histograms and scattergrams to present routine quality control data
- statistical analysis of quality control data, mean, median, mode, ranges and standard deviations

Communication

Communication includes interactions with one or more:

- supervisors, managers and quality managers
- administrative, laboratory and production personnel
- internal/external contractors, customers and suppliers

Quality improvement opportunities

Quality improvement opportunities include, but are not limited to, one or more of:

- production processes
- hygiene and sanitation procedures
- reductions in waste and re-work
- laboratory layout and work flow
- safety procedures
- communication with customers
- methods for sampling, testing and recording data

Documenting and reporting information about quality

Documenting and reporting information about quality includes, but are not limited to, one or more of:

- verbal responses
- data entry into laboratory or workplace database
- brief written reports using workplace proformas

WHS and environmental management requirements

WHS and environmental management requirements include:

- complying with WHS and environmental management requirements at all times, which may be imposed through state/territory or federal legislation. These requirements must not be compromised at any time
- applying standard precautions relating to the potentially

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hazardous nature of samples

- accessing and applying current industry understanding of infection control issued by the National Health and Medical Research Council (NHMRC) and State and Territory Departments of Health, where relevant

Unit Mapping Information

Release 1. Supersedes and is equivalent to MSL934002A Apply quality system and continuous improvement processes

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5c63a03b-4a6b-4ae5-9560-1e3c5f462baa

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Assessment Requirements for MSL934002 Apply quality system and continuous improvement processes

Modification History

Release 1. Supersedes and is equivalent to MSL934002A Apply quality system and continuous improvement processes

Performance Evidence

- Evidence of competence in this unit must satisfy all of the requirements of the elements and performance criteria, and include demonstration of:
- applying relevant quality control procedures and regulatory requirements to ensure the quality and integrity of the products/services or data provided in work area
- applying and promoting sustainability principles and work practices in work area
- detecting non-conforming products or services and recognising opportunities for improvements in work area
- using at least three (3) quality improvement tools and techniques to analyse performance in work area
- applying effective problem-solving strategies, such as identifying inputs and outputs, sequencing a process, identifying and rectifying a problem step, and root cause analysis
- following workplace procedures for recording and reporting information about quality
- implementing and monitoring approved actions, changes and improvement strategies

consulting and working with other team members to suggest improvements in productivity and quality.

Knowledge Evidence

Must provide evidence that demonstrates knowledge of:

- business goals and quality requirements associated with job function and/or work area as a basis for decision making and action
- scientific and technical requirements of the processes, procedures, equipment and instrumentation associated with the candidate's work tasks and duties
- specifications for laboratory products and services in the work area
- sustainable energy principles
- workplace procedures associated with the candidate's regular technical duties
- layout of the workplace, divisions and laboratory
- organisational structure of the workplace
- lines of communication
- role of laboratory services to the workplace and customers
- work health and safety (WHS) and environment requirements.

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Assessment Conditions

- Judgement of competence must be based on holistic assessment of the evidence. Assessment methods must confirm consistency of performance over time, rather than a single assessment event.
- This unit of competency is to be assessed in the workplace or a simulated workplace environment. A simulated workplace environment must reflect realistic operational workplace conditions that cover all aspects of workplace performance, including the environment, task skills, task management skills, contingency management skills and job role environment skills.
- Foundation skills are integral to competent performance of the unit and should not be assessed separately.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Knowledge evidence may be collected concurrently with performance evidence or through an independent process, such as workbooks, written assessments or interviews (provided a record is kept in each case).
- This unit of competency may be assessed with:
  - MSL924001 Process and interpret data
  - MSL954001 Obtain representative samples in accordance with sampling plan
  - relevant MSL974000 series units of competency
  - relevant MSL975000 series units of competency
- Holistic assessment methods include:
  - review of documentation completed by the candidate as part of regular quality control
  - feedback from supervisors and/or customers regarding quality of products/services and/or data regularly provided by the candidate
  - observation of the candidate's performance and participation in quality improvement teams over time in the workplace
  - review of reports from quality improvement teams where the candidate's role is clearly outlined and verified
  - verified reports of improvements suggested and implemented by the candidate individually
  - use of suitable simulations and/or a pilot plant and/or a range of quality improvement case studies and scenarios.
- Access is required to instruments, equipment, materials, workplace documentation, procedures and specifications associated with this unit, including, but not limited to:
  - workplace quality manual and procedures, quality control data/records
  - customer complaints and rectifications.
- Assessors must satisfy the assessor competency requirements that are in place at the time of the assessment as set by the VET regulator.
- The assessor must demonstrate both technical competence and currency.
- Technical competence can be demonstrated through:
  - relevant VET or other qualification/Statement of Attainment AND/OR
  - relevant workplace experience.

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- Currency can be demonstrated through:
  - performing the competency being assessed as part of current employment OR
  - having consulted with a laboratory about performing the competency being assessed within the last twelve months.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5c63a03b-4a6b-4ae5-9560-1e3c5f462baa

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MSL944001 Maintain laboratory or field workplace safety

Modification History

Release 1. Supersedes and is equivalent to MSL944001A Maintain laboratory/field workplace safety

Application

This unit of competency covers the ability to monitor and maintain work health and safety (WHS) and environmental programs within a work area where the person has supervisory responsibility for others.

This unit is applicable to laboratory technicians, senior technicians and laboratory managers in all industry sectors.

While no specific licensing or certification requirements apply to this unit at the time of publication, laboratory operations are governed by relevant legislation, regulations and/or external accreditation requirements. Local requirements should be checked.

Pre-requisite Unit

Nil

Competency Field

Work health and safety

Unit Sector

Elements and Performance Criteria

Elements describe the essential outcomes.		Performance criteria describe the performance needed to demonstrate achievement of the element.	
1	**Perform all work safely**	1.1	Use established work practices and personal protective equipment (PPE) to ensure personal safety and that of other laboratory personnel
		1.2	Clean, care for and store equipment, materials and reagents as required

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		1.3	Minimise the generation of wastes and environmental impacts
		1.4	Ensure safe disposal of laboratory/hazardous wastes
2	**Ensure others in the work group are able to implement safe work practices**	2.1	Ensure hazard controls and PPE appropriate to the work requirements are available and functional
		2.2	Provide and communicate current information about WHS and environmental policies, procedures and programs to others
		2.3	Ensure hazards and control measures relating to work responsibilities are known by those in the work area
		2.4	Provide support to those in the work area to implement procedures to support safety
		2.5	Identify and address training needs within level of responsibility
3	**Monitor observance of safe work practices in the work area**	3.1	Ensure workplace procedures are clearly defined, documented and followed
		3.2	Identify any deviation from identified procedures and report and address within level of responsibility
		3.3	Ensure personal behaviour is consistent with workplace policies and procedures
		3.4	Encourage and follow up others to identify and report hazards in the work area
		3.5	Monitor conditions and follow up to ensure housekeeping standards in the work area are maintained
4	**Participate in risk management processes**	4.1	Report and address any identified hazards and inadequacies in existing risk controls within level of responsibility and according to workplace procedures
		4.2	Participate in risk assessments to identify and analyse risks
		4.3	Support the implementation of procedures to control risk

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			(based on the hierarchy of control)
		4.4	Ensure records of incidents in the work area and other required documentation are accurately completed and maintained according to workplace procedures and legislative requirements
5	**Support the implementation of participative arrangements**	5.1	Inform and consult work group on WHS and environmental issues relevant to the work role
		5.2	Promptly report outcomes of consultation on WHS and environmental issues back to the work group
		5.3	Resolve, or promptly refer to appropriate personnel, matters raised relating to WHS and the environment
6	**Support the implementation of emergency procedures within the work group**	6.1	Ensure that workplace procedures for dealing with incidents and emergencies are available and known by work group
		6.2	Implement processes to ensure that others in the work area are able to respond appropriately to incidents and emergencies
		6.3	Participate, as required, in investigations of hazardous incidents to identify their cause

Foundation Skills

This section describes those language, literacy, numeracy and employment skills that are essential to performance.

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

Range of Conditions

This field allows for different work environments and conditions that may affect performance. Essential operating conditions that may be present (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) are included.

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Standards, codes, procedures and/or workplace requirements	Standards, codes, procedures and/or workplace requirements include the latest version of one or more of: • Australian, national and international standards, guidelines and codes covering WHS; laboratory design and construction; occupational protective equipment; labelling of workplace substances; storage, handling and transport of dangerous goods; environmental management; physical containment levels and facility types • industry specific codes, regulations and guidelines, such as Australian Radiation Protection and Nuclear Safety Agency (ARPANSA) Codes of Practice, Australian Quarantine and Inspection Service (AQIS) Export Control (Orders) Regulations and Import Guidelines, gene technology regulations, and National Health and Medical Research Council (NHMRC) Guidelines
WHS and environmental policies, procedures and programs	WHS and environmental policies, procedures and programs include one or more of: • emergency, fire and environmental incident response procedures • hazard identification, risk assessment and risk management procedures • minimisation of environmental threats • minimisation and disposal of waste • selection and use of PPE • standard operating procedures (SOPs), work instructions, laboratory manuals, operator's manuals and manufacturers' operating manuals, formulas and batch sheets, and contractor and employee handbooks • consultation and issue resolution procedures
WHS and environmental issues	WHS and environmental issues include one or more of: • identification of hazards • assessment of risk and decisions about measures to reduce/control risk • implementation of controls and associated problems • investigation of injury and incidents, hazards not otherwise addressed • clarification of policies or procedures
Consultation with the workgroup on WHS	Consultation with the workgroup about WHS and environmental

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and environmental issues	issues include one or more of: • following WHS procedures and environmental risk control measures • information sessions about existing or new issues • meetings between employer and employees or representatives • access to relevant workplace information • use of clear and understandable language and provision for non-English speaking and hearing-impaired personnel • awareness of (online) databases for the inventory, manifest and information retrieval regarding hazardous materials • formal arrangements, such as health and safety committees and health and safety representatives (where appointed) • informal arrangements, such as toolbox meetings and coffee breaks
WHS and environmental management requirements	WHS and environmental management requirements include: • complying with WHS and environmental management requirements at all times, which may be imposed through state/territory or federal legislation. These requirements must not be compromised at any time • applying standard precautions relating to the potentially hazardous nature of samples • accessing and applying current industry understanding of infection control issued by the National Health and Medical Research Council (NHMRC) and State and Territory Departments of Health, where relevant

Unit Mapping Information

Release 1. Supersedes and is equivalent to MSL944001A Maintain laboratory/field workplace safety

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5c63a03b-4a6b-4ae5-9560-1e3c5f462baa

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Assessment Requirements for MSL944001 Maintain laboratory or field workplace safety

Modification History

Release 1. Supersedes and is equivalent to MSL944001A Maintain laboratory/field workplace safety

Performance Evidence

- Evidence of competence in this unit must satisfy all of the requirements of the elements and performance criteria, and include demonstration of:
- monitoring and maintaining work health and safety (WHS) and environmental programs within a work area
- working safely at all times and following procedures for hazard identification and risk control
- ensuring others in the workgroup work safely and follow procedures for hazard identification and risk control
- ensuring that workplace procedures for dealing with incidents and emergencies are available and known by work group members
- communicating effectively with others, including reporting WHS and environmental issues to designated personnel
- participating in risk assessment audits to identify, analyse and assess risks and evaluate the effectiveness of existing controls
- completing incident reports and risk assessment documentation
- participating in investigations of hazardous incidents to identify their cause

preparing brief reports for WHS committees, WHS representatives, managers and/or supervisors.

Knowledge Evidence

Must provide evidence that demonstrates knowledge of:

- common WHS terminology, such as hazard, physical hazard, risk and risk management
- principles and procedures for WHS and environmental management, including hazard identification, risk assessment and hierarchy of risk control
- how the characteristics and composition of the workforce impact on WHS management
- roles and responsibilities under WHS legislation of employers and employees, including supervisors and contractors
- key workplace personnel who can provide WHS information
- signage, symbols and signals relating to WHS
- examples of hazards relevant to the work area and ways of addressing these using the hierarchy of control

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- location and purpose of personal protective equipment (PPE) and emergency/hazard control equipment in the work area, including first aid facilities
- use, care and storage requirements for PPE used in work areas
- examples of possible workplace incidents/emergencies and response procedures
- requirements for record keeping that address WHS, privacy and other relevant legislation.

Assessment Conditions

- Judgement of competence must be based on holistic assessment of the evidence. Assessment methods must confirm consistency of performance over time, rather than a single assessment event.
- This unit of competency is to be assessed in the workplace or a simulated workplace environment. A simulated workplace environment must reflect realistic operational workplace conditions that cover all aspects of workplace performance, including the environment, task skills, task management skills, contingency management skills and job role environment skills.
- Foundation skills are integral to competent performance of the unit and should not be assessed separately.
- Assessment processes and techniques must be appropriate to the language, literacy and numeracy requirements of the work being performed and the needs of the candidate.
- Knowledge evidence may be collected concurrently with performance evidence or through an independent process, such as workbooks, written assessments or interviews (provided a record is kept in each case).
- Holistic assessment methods include:
  - feedback from peers and supervisors about the candidate’s ability to maintain workplace safety
  - review of documentation prepared by candidate, such as WHS committee minutes, risk assessments and incident reports
  - review of candidate's responses to WHS case studies, scenarios and/or 'what ifs'
  - written and/or oral questioning to assess underpinning knowledge of principles and practices of effective WHS management and management systems, WHS policies and procedures
  - observation of the candidate preparing for and safely undertaking a range of work tasks.
- Access is required to instruments, equipment, materials, workplace documentation, procedures and specifications associated with this unit, including, but not limited to:
  - laboratory/field work environment, equipment and materials
  - PPE and other safety equipment
  - workplace WHS documentation, management system, policies and procedures.
- Assessors must satisfy the assessor competency requirements that are in place at the time of the assessment as set by the VET regulator.
- The assessor must demonstrate both technical competence and currency.
- Technical competence can be demonstrated through:
  - relevant VET or other qualification/Statement of Attainment AND/OR

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  - relevant workplace experience.
- Currency can be demonstrated through:
  - performing the competency being assessed as part of current employment OR
  - having consulted with a laboratory about performing the competency being assessed within the last twelve months.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=5c63a03b-4a6b-4ae5-9560-1e3c5f462baa

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POLINV005 Coordinate multi-agency investigations

Modification History

Release	Comments
1	This unit was released in POL Police Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PUAPOLIV005A Coordinate multi-agency investigations. • Content and formatting updated to comply with new standards • Unit recoded POL • Element 1 reworded • New PC added to Element 1 • Element 2 and 3 reordered • Four new PC added to Element 2 • PC 3.4 and 3.5 revised • New Element added

Application

This unit describes the skills required to coordinate multi-agency investigations. The content includes the strategic planning and coordination of a multi-agency investigation, its budget and other resources, the identification and provision for operational security of an investigation, and the post-investigation evaluation of the outcomes of such a collaborative investigative exercise.

This unit applies to those working as a police officer in a designated investigation role, in complex police operating environment where multi-agency cooperation is essential to performing a criminal investigation. The working environment would be highly sensitive to multiple risks to operations, participants and assets deployed in the investigation.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to, particularly those related to case management, work health and safety (WHS), information management, collaborative relationships, inter-agency contractual arrangements, operational security, financial and people resource management, authority delegations and communications and presentations.

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Those undertaking this unit would work autonomously in the management of complex investigations, while collaborating with others in an investigation team. They would be required to possess strong decision making and problem solving skills, leadership abilities and robust communicative competence. They would perform sophisticated tasks in a range of highly sensitive contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Investigation

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Plan multi-agency investigations	1.1 Identify external agencies relevant to investigations to inform planning. 1.2 Negotiate with external agencies to determine scope, direction, capabilities and roles within investigations. 1.3 Identify investigation objectives and scope to maintain operational focus. 1.4 Develop investigation plans with identified objectives, roles and responsibilities of stakeholders. 1.5 Confirm inter-agency agreements to formalise communication channels and promote shared understanding. 1.6 Address cross-agency enquiries to facilitate coordination.
2. Plan multi-agency budget and resource allocation	2.1 Identify and document resources required for planning purposes. 2.2 Identify access strategies to obtain resources available from external agencies. 2.3 Negotiate with decision makers to access workforce and deployment resources. 2.4 Develop resource management plan to guide multi-agency investigations.
3. Coordinate agencies in crime investigations	3.1 Formalise communication channels between agencies to facilitate flow of information during investigation. 3.2 Formalise command structures, roles and areas of responsibility

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	to facilitate control and coordination of investigations. 3.3 Implement strategies to ensure consistent approaches during investigations. 3.4 Inform agencies of their roles, responsibilities and required outcomes to achieve investigative objectives. 3.5 Manage inter-agency conflicts to achieve investigative objectives. 3.6 Review resource allocations and usage to maximise benefits and agency accountability. 3.7 Monitor expenditure and resource usage throughout investigations to maximise investigative objectives.
4. Implement operational security requirements	4.1 Assess risks to protect individuals, own organisation and external agencies. 4.2 Identify organisational security requirements for planning purposes. 4.3 Implement security arrangements to protect multi-agency interests and assets. 4.4 Monitor and adjust security arrangements to changing circumstances and requirements.
5. Review multi-agency investigation	5.1 Evaluate inter-agency agreements to identify areas of improvement. 5.2 Assess outcomes of multi-agency investigations to determine effectiveness. 5.3 Evaluate flow of information to identify impacting factors. 5.4 Identify performance challenges to improve future multi-agency investigations. 5.5 Communicate review findings to stakeholders.

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Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Learning NA	Reading	Writing	Oral communication	Numeracy

Performance variables:

1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Support	Context	Text complexity	Task complexity

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to PUAPOLIV005A Coordinate multi-agency investigations.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=98c3984e-2cf1-48a8-8ed1-85e4b92e7351

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=98c3984e-2cf1-48a8-8ed1-85e4b92e7351

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Assessment Requirements for POLINV005 Coordinate multi-agency investigations

Modification History

Release	Comments
1	These Assessment Requirements were released in POL Police Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- designing a multi-agency investigation plan(s) for disclosure to partner agencies
- negotiating and documenting multi-agency engagement in investigation(s)
- accessing multi-agency resources to implement an investigation(s)
- communicating with stakeholders and participants in multi-agency investigation using multiple techniques and tools
- delivering reports, presentations and plans within a multi-agency context according to multi-agency protocols and procedures
- managing multi-agency information (manually and electronically) in a structured manner for access by all cooperating agencies
- coordinating multi-agency personnel to complete an investigation, including adjustment methods to accommodate changing circumstances
- demonstrating strategic and operational leadership to complete an investigation
- managing a multi-agency investigation budget
- conducting, constantly reviewing and reporting on a risk analysis of a multi-agency investigation
- identifying and resolving issues to prevent the disruption of a multi-agency investigation
- planning and organising work in a multi-agency investigation environment
- evaluating the effectiveness of a multi-agency investigation

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Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- jurisdictional policies and procedures relating to inter-agency collaboration, agreements, resource sharing, privacy, confidentiality, work health and safety, risk management, information management, human resources, financial planning, case management and human resource management
- cross jurisdictional legislation that impacts upon the conduct of investigations
- high level leadership theory, principles and techniques
- complex decision making theory and methods
- duty of care and workplace safety responsibilities
- resource management principles
- operational security principles and practices
- advanced project management methods and techniques
- internal auditing principles and methods
- risk analysis and management theory and practices
- advanced investigation planning theory and methods
- advanced interpersonal skills including dispute resolution methodology
- opportunities, risks and constraints which may hamper the investigation
- risk assessment and management techniques
- security classifications and requirements

Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Consideration must be given to holistic assessment for this unit. Refer to advice in the companion volumes.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=98c3984e-2cf1-48a8-8ed1-85e4b92e7351

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PSPBDR001 Conduct patrols

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPBORD301A Conduct patrols. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to undertake all patrol functions, excluding marine. It includes preparing to patrol, conducting the patrol, gathering and reporting information, and reporting on and reviewing patrol activities.

This unit applies to those working in border protection roles.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work supervising a team, performing routine tasks in a range of contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Border rotection

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare to patrol	1.1 Explain the purpose and objectives of the patrol to relevant personnel. 1.2 Identify the legislation, regulations, policies and guidelines under which the patrol is to be conducted. 1.3 Confirm the powers of officers under the legislation and apply correctly. 1.4 Plan the patrol operation to suit its objectives. 1.5 Identify equipment, other resources and the need for assistance that may be required for the purposes of the patrol. 1.6 Identify any risks to the health and safety of officers involved in the patrol and take into account within the plan.
2. Conduct the patrol	2.1 Undertake patrol activities. 2.2 Record patrol actions, findings and outcomes.
3. Gather and report information	3.1 Use initiative to identify possible information. 3.2 Record information accurately. 3.3 Report information accurately.
4. Report on and review patrol activities	4.1 Record and disseminate outcomes of patrol activities. 4.2 Evaluate the outcomes, procedures and processes used within the patrol. 4.3 Identify and action improvements to procedures and processes.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPBORD301A Conduct patrols.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPBDR001 Conduct patrols

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- conducting a thorough patrol in line with legal and policy requirements
- selecting and using equipment that meets the purposes of the patrol
- identifying and addressing work health and safety and environmental risks associated with conducting the patrol
- recording and reporting information
- communicating with diverse audiences, conveying sometimes complex information orally and in writing

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- Australian legal framework as it applies to the conduct of patrols
- enabling and allied legislation
- policy, procedures, guidelines, protocols and standard operating procedures
- jurisdictional and organisational values/ethics and codes of conduct
- the organisation’s corporate planning cycle and risk management policy and practices
- confidentiality, privacy and security issues
- equity and diversity principles
- work health and safety and environment legislation, policies and guidelines relating to the conduct of patrols
- communication systems relevant to the workplace including communications network and radio protocols

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- risk assessment techniques
- equipment operation, usage and maintenance procedures
- reporting procedures
- evidence handling and storage
- profiles and trends
- workplace and industry environment

Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPBDR002 Use border protection technology equipment

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPBORD302A Use border protection technology equipment. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to use specialist technology to support border protection operations including surveillance, remote operations, passenger operations, cargo, post, and waterfront. It includes deploying equipment, operating and maintaining equipment, gathering and reporting information, and reporting on and reviewing technology activities.

This unit applies to those working in various border protection fields where their role involves use of specialist technology.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently within a larger team, performing routine tasks in a range of contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Border protection

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Deploy equipment	1.1 Select and deploy equipment to support the operation. 1.2 Allocate equipment according to work priorities. 1.3 Reschedule equipment allocation in response to changes in demands as required. 1.4 Transport equipment according to manufacturers' recommendations.
2. Operate equipment	2.1 Operate equipment in accordance with the manufacturers' instructions. 2.2 Use equipment effectively. 2.3 Identify and address workplace health and safety issues relating to equipment operation. 2.4 Interpret results of equipment use accurately.
3. Maintain equipment	3.1 Maintain equipment to manufacturers' specifications. 3.2 Conduct or organise routine maintenance of equipment according to schedule and within area of work responsibility. 3.3 Organise repairs to equipment as soon as practicable. 3.4 Report equipment failure as soon as practicable.
4. Gather and report information	4.1 Use initiative to identify possible information. 4.2 Record information accurately. 4.3 Comply with privacy and other legislative requirements. 4.4 Report information to relevant personnel accurately.
5. Report on and review technology activities	5.1 Record and disseminate outcomes of technology activities to staff. 5.2 Evaluate the outcomes, procedures and processes used in activities. 5.3 Identify and action improvements to procedures and processes.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

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Unit Mapping Information

This unit supersedes and is equivalent to PSPBORD302A Use border protection technology equipment.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPBDR002 Use border protection technology equipment

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- selecting, operating and maintaining equipment to achieve desired outcomes
- identifying and addressing work health and safety and environmental risks and issues associated with equipment use
- analysing and correctly interpreting information generated
- applying decision making using sound judgment
- suggesting improvements to procedures
- planning, prioritising and problem-solving
- liaising, consulting and communicating with diverse audiences, conveying sometimes complex information orally and in writing
- accurately recording and reporting information

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- application of different types of technology
- Australian legal framework as it applies to the conduct of patrols
- enabling and allied legislation
- policy, procedures, guidelines, protocols
- equity and diversity principles

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- communication systems relevant to the workplace including communications network and radio protocols
- risk assessment techniques
- equipment operation, usage and maintenance procedures
- reporting procedures
- evidence handling and storage
- profiles and trends
- workplace and industry environment

Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPBDR003 Deploy detector dog

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPBORD303A Deploy detector dog. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to use and deploy a detector dog. It includes selecting and applying a search methodology, deploying the detector dog, conducting follow up search activities, maintaining records, gathering and reporting information, and receiving and acting upon feedback.

This unit applies to those working with canine detector teams conducting and administering searches.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work as part of a team, performing routine tasks in a range of contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Border protection

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Select and apply a search methodology	1.1 Choose an approach that maximises the potential outcome of the search. 1.2 Identify likely risks. 1.3 Identify the most appropriate method for deploying the dog, taking into account the task and situation.
2. Deploy the detector dog	2.1 Deploy the detector dog in accordance with planned search methodology. 2.2 Manage risks in accordance with risk management policies and guidelines.
3. Conduct follow up search activities	3.1 Identify and manage ongoing risks to achieve identified outcomes. 3.2 Question persons of interest.
4. Maintain records	4.1 Collect, collate and exchange information relating to searches with other personnel. 4.2 Maintain contemporaneous notes. 4.3 Complete documentation accurately and in a timeframe that meets legislative and organisational requirements.
5. Gather and report information	5.1 Use initiative to identify possible information. 5.2 Record relevant information accurately. 5.3 Report information to relevant personnel accurately.
6. Receive and act upon feedback	6.1 Seek feedback on search processes. 6.2 Improve processes and approach based upon assessment of feedback received.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPBORD303A Deploy detector dog.

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPBDR003 Deploy detector dog

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- conducting searches thoroughly in accordance with legal and policy requirements
- handling dogs
- identifying and addressing work health and safety and environmental risks issues associated with deployment of detector dogs
- liaising, consulting and communicating with diverse audiences, conveying sometimes complex information orally and in writing
- negotiating and applying conflict resolution
- applying observation techniques
- accurately recording and reporting information
- applying decision making using sound judgment
- responding effectively to feedback
- suggesting improvements to procedures

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- risk management principles and risk assessment techniques and the application of diverse circumstances relating to the deployment of detector dogs
- principles of detector dog training and deployment
- enabling and allied legislation
- policy, procedures, guidelines, protocols and work instructions/standard operating procedures

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- jurisdictional and organisational values/ethics and codes of conduct
- the organisation's corporate planning cycle and risk management policy and practices
- confidentiality, privacy and security issues
- work health and safety and environment legislation, policies and guidelines
- communication systems relevant to the workplace including communications network and radio protocols
- equipment operation, usage and maintenance procedures
- reporting procedures
- evidence handling and storage
- profiles and trends
- workplace and industry environment

Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPBDR004 Maintain detector dog proficiency

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPBORD304A Maintain detector dog proficiency. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to maintain a detector dog at maximum level of performance and readiness. This involves team handler plus dog in ongoing proficiency training. The unit includes developing a plan for proficiency maintenance training, implementing the training maintaining dog/handler team performance, and maintaining the dog's health and well-being.

This unit applies to those working in canine detector teams who are responsible for the currency of the dog/handler team's performance and readiness.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work as part of a team, performing routine tasks in a range of contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Border protection

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Develop a plan for proficiency maintenance training	1.1 Assess detector dog's capability. 1.2 Identify and assess the needs of the dog/handler team. 1.3 Develop a tailored proficiency maintenance training plan addressing the unique needs, strengths and weaknesses of the team. 1.4 Schedule training to meet priority needs within an agreed timeframe. 1.5 Update training plan regularly to reflect the changing needs of the team.
2. Implement proficiency maintenance training	2.1 Implement proficiency maintenance training in accordance with the schedule and available resources. 2.2 Assess the dog's response to training immediately. 2.3 Modify training as required to meet desired outcomes. 2.4 Undertake custody, transport and use of training aids. 2.5 Maintain training and other records.
3. Maintain dog/handler team performance	3.1 Identify and agree upon performance standards for the detector dog team with relevant personnel. 3.2 Implement a plan for achieving team effectiveness. 3.3 Assess the detector dog team's effectiveness against specific performance criteria. 3.4 Maintain performance records for monitoring purposes. 3.5 Review team plans and working practices and identify improvements if required to achieve maximum performance.
4. Maintain dog's health and well-being	4.1 Monitor the detector dog's health on a regular and consistent basis. 4.2 Identify and address the dog's needs and problems. 4.3 Maintain the detector dog at a high level of fitness. 4.4 Clean and maintain detector dog's quarters to the required standard.

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Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPBORD304A Maintain detector dog proficiency.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPBDR004 Maintain detector dog proficiency

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- deploying detector dogs
- observing and analysing capability and performance
- applying decision making using sound judgment
- organising training schedules
- keeping records
- communicating using styles to suit different audiences

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- enabling and allied legislation and regulations
- organisational policy, procedures, guidelines and protocols
- work health and safety and environment policies and guidelines relating to detector dog program
- detector dog program training and deployment principles
- proficiency maintenance training exercises
- dog’s health requirements
- fitness levels
- performance standards
- reporting procedures

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- equipment operation, usage and maintenance procedures

Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPBDR005 Calculate taxes, fees and charges

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPBORD305A Calculate taxes, fees and charges. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to determine liability to pay taxes, fees and charges and calculate amounts payable. It includes assessing goods and documents for liability; calculating taxes, fees and charges; and completing transaction records.

This unit applies to those working with goods and documents where taxes may be applicable.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently, performing routine tasks in a familiar context.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Border protection

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Assess goods and documents for duty and tax liability	1.1 Examine goods and documents. 1.2 Determine class of taxes, fees or charges. 1.3 Determine the value. 1.4 Determine liability to pay taxes, fees and charges. 1.5 Determine the rate of taxes, fees and charges.
2. Calculate taxes, fees and charges	2.1 Use relevant systems to assess amounts payable. 2.2 Make calculations accurately and check for consistency
3. Complete transaction records	3.1 Complete records of transaction clearly and accurately, and identify all relevant information. 3.2 Issue transaction records in accordance with standard operating procedures. 3.3 Retain and store copies of transaction records.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPBORD305A Calculate taxes, fees and charges.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPBDR005 Calculate taxes, fees and charges

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- determining the correct rate to be applied
- calculating monies owed
- applying accurate recordkeeping
- validating claims and documents
- using packages/systems (including relevant mainframe and PC based packages) in assessing amounts payable
- applying decision making using sound judgment
- communicating with diverse audiences, conveying sometimes complex information orally and in writing

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- public sector legislation including work health and safety and environment, policy, procedures, guidelines, protocols and procedures relating to the calculation of taxes, fees and charges
- jurisdictional values/ethics and codes of conduct
- valuation methods
- workplace and industry environment

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Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPBDR006 Create and maintain profiles

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPBORD401A Create and maintain profiles. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to create, monitor and maintain profiles.

This unit applies to those working in a range of regulatory work environments that create profiles to be used for compliance and enforcement purposes.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently, performing routine tasks in a range of familiar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Border protection

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Create profiles	1.1 Input profiles into electronic or manual systems and/or provide the information to relevant personnel. 1.2 Establish validity dates and duration of profiles. 1.3 Identify profile variables where required. 1.4 Apply security classification to profiles as required and record.
2. Maintain profiles	2.1 Review profiles. 2.2 Review frequency of matches against objectives. 2.3 Consider currency of risk indicators and update as required. 2.4 Document performance indicators and outputs. 2.5 Decide to continue, discontinue or modify profiles.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPBORD401A Create and maintain profiles.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPBDR006 Create and maintain profiles

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- providing information on profiles to managers, system administrators or analysts
- relating to persons from diverse backgrounds
- applying analysis and decision making using sound judgment
- identifying variables and establishing validity dates and durations
- reviewing and updating profiles
- reading complex legislation
- creating profiles
- documenting performance indicators and outputs
- managing time to meet performance indicators
- inputting profiles into electronic systems

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- public sector legislation including work health and safety and environment relating to the creation and maintenance of profiles
- organisational and jurisdictional values/ethics and codes of conduct
- awareness of the organisation’s corporate planning cycle and risk management policy and practices
- policy, procedures, guidelines, protocols and standard operating procedures

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- workplace and industry environment
- electronic systems for profiles

Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPBDR007 Develop surveillance flight routes

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPBORD402A Develop surveillance flight routes. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to review and develop new surveillance flight route programs to ensure that these continue to meet operational requirements. It includes reviewing established flight routes, establishing new flight routes, deleting non-current routes, obtaining flight crew input into flight route review and development, and obtaining approvals for changes to flight routes.

This unit applies to those working in roles responsible for the development and review of flight surveillance routes.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently in consultation with others, performing complex tasks in a range of contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Border protection

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Review established flight routes	1.1 Check flight routes regularly against requirements. 1.2 Use risk management techniques in checking effectiveness of established flight routes. 1.3 Confirm suitability of flight routes. 1.4 Assess overall effectiveness of the route. 1.5 Identify and analyse changes/trends in effectiveness.
2. Establish new flight routes	2.1 Plan new routes based upon analysis of client need and the application of a risk identification and assessment. 2.2 Plan route for maximum effectiveness. 2.3 Validate the new route to assess effectiveness. 2.4 Change to new route based upon evaluation.
3. Delete non-current flight routes	3.1 Identify and assess flights as being ineffective. 3.2 Prepare proposal to delete the flight route. 3.3 Advise relevant personnel.
4. Obtain flight crew input into flight route review and development	4.1 Seek feedback on route plans from flight crew. 4.2 Consider flight crew input. 4.3 Provide feedback to flight crew.
5. Obtain approvals for changes to flight routes	5.1 Submit proposed changes to flight routes to relevant personnel for approval.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

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Unit Mapping Information

This unit supersedes and is equivalent to PSPBORD402A Develop surveillance flight routes.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPBDR007 Develop surveillance flight routes

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- establishing, evaluating and changing flight routes in line with risk management principles
- planning and evaluating in the context of surveillance flight route development
- using technology and equipment
- communicating and liaising with diverse audiences

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- enabling and allied legislation
- policy, procedures, guidelines, protocols and standard operating procedures
- organisational and jurisdictional values/ethics and codes of conduct
- risk assessment
- flight route planning
- aircraft capability
- relevant technology and equipment
- client requirements
- workplace and industry environment
- public sector legislation including work health and safety and environment related to development of surveillance flight routes

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Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPBDR008 Review operational schedules

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPBORD403A Review operational schedules. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to review flight schedules against the strategic long-term flight plan and immediate timeframe requirements. It includes reviewing operational flight schedules, confirming operations, monitoring weekly flying program, planning information collection, briefing management, assisting tactical operations, and assessing crew and aircraft readiness for operation.

This unit applies to those working in roles responsible for reviewing operation schedules.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit world work independently in consultation with others as required, performing complex tasks in a range of contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Border protection

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Review operational flight schedules	1.1 Check flight programs and review schedules against relevant plans/programs. 1.2 Confirm operational priorities and capabilities and take into account diverse conditions. 1.3 Make variations to schedules in response to tasking priorities and capabilities. 1.4 Establish and maintain contact with clients. 1.5 Request regional specific input from clients as appropriate.
2. Confirm operations	2.1 Review relevant plans and/or programs. 2.2 Confirm flight routes as being consistent with known requirements and aircraft capabilities. 2.3 Take service delivery standards and agreed performance targets into account in planning. 2.4 Check aircraft and crew availability. 2.5 Consult clients as required regarding details of the flight plans and information requirements. 2.6 Address contingencies. 2.7 Formulate and publish the weekly flying program.
3. Monitor flying program	3.1 Check the flying program against the relevant plans. 3.2 Check the program to make sure there are no conflicts with other operational areas. 3.3 Re-program flights as required.
4. Plan information collection	4.1 Identify information requirements. 4.2 Select method of information collection. 4.3 Identify stakeholders. 4.4 Identify form of dissemination required.
5. Brief management	5.1 Inform management of workload. 5.2 Inform management of any relevant problems or concerns. 5.3 Identify and discuss trends in service demand, outcomes, equipment, and problems.
6. Assist tactical operations	6.1 Support tactical operations by an approved client tasking. 6.2 Address issues. 6.3 Manage contingencies.

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	6.4 Identify opportunities to improve outcomes. 6.5 Request passenger approvals. 6.6 Participate as a member of the flight team as appropriate.
7. Assess crew and aircraft readiness for operation	7.1 Obtain confirmation that aircraft and crews are available and crews are properly briefed. 7.2 Confirm the readiness of craft and equipment. 7.3 Take appropriate action if there is any concern about operational readiness.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPBORD403A Review operational schedules.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPBDR008 Review operational schedules

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- analysing, planning and organising in the context of operational scheduling
- avoiding duplication in the efficient planning of surveillance flights
- interpreting relevant plans/programs
- applying relevant technology and equipment
- using problem solving
- communicating and liaising with diverse audiences
-

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- enabling and allied legislation
- policy, procedures, guidelines, protocols and standard operating procedures
- organisational and jurisdictional values/ethics and codes of conduct
- aircraft capability
- clients' need for surveillance
- planning and scheduling
- information collection processes
- acquisition and interpretation of relevant agency information
- workplace and industry environment

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- public sector legislation including work health and safety and environment related to review of operational schedules

Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPBDR009 Analyse surveillance products

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPBORD404A Analyse surveillance products. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to receive and assess surveillance products against tasking requirements. It includes receiving surveillance products, assessing photographs, and processing, analysing, storing and disseminating information.

This unit applies to those working in roles responsible for the analysis of surveillance products.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work autonomously consulting with others as required, performing routine tasks in a range of familiar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Border protection

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Receive surveillance product/s	1.1 Receive and process post-mission reports and photographs at the conclusion of each flight. 1.2 Receive post-mission information in accordance with standard operating procedures. 1.3 Check post-mission information against the tasking and address any shortfall.
2. Assess photographs	2.1 Process and review photographs. 2.2 Assess and record contractor photography. 2.3 Provide feedback to contractor within specified timeframe.
3. Process information	3.1 Log information appropriately. 3.2 Process information according to client requirements. 3.3 Gather statistics against agreed criteria.
4. Analyse information	4.1 Identify and convey information requiring immediate attention to clients. 4.2 Identify possible changes to the operational plans.
5. Store and disseminate information	5.1 Store information securely and in accordance with standard operating procedures. 5.2 Disseminate information to the appropriate stakeholders in a secure manner. 5.3 Seek feedback from stakeholders.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPBORD404A Analyse surveillance products.

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPBDR009 Analyse surveillance products

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- using technology and equipment
- analysing surveillance products and information
- communicating and liaising with diverse audiences
- obtaining and acting on feedback

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- enabling and allied legislation
- policy, procedures, guidelines, protocols and standard operating procedures
- organisational and jurisdictional values/ethics and codes of conduct
- surveillance operations
- relevant technology and equipment
- types of information
- client needs
- security requirements
- effective information management processes
- workplace and industry environment
- public sector legislation including work health and safety and environment related to analysis of surveillance products

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Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPBDR010 Develop operational effectiveness of detector dog teams

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPBORD405A Develop operational effectiveness of detector dog teams. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to ensure that each detector dog team develops and maintains a high level of operational effectiveness. It includes identifying development needs, coordinating the development of each detector dog team, and monitoring workflow and outcomes.

This unit applies to those working in roles responsible for the operational effectiveness of detector dog teams.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work autonomously supervising others, performing complex tasks in a familiar context.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Border protection

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Identify the development needs of the detector dog team	1.1 Assess the level of operational readiness of each detector dog team. 1.2 Assess the technical understanding and ability of each handler in accordance with organisational training standards. 1.3 Assess the potential of each dog.
2. Coordinate the development of each detector dog team	2.1 Identify strategies for developing the team. 2.2 Prepare a development plan for each team in conjunction with the handler. 2.3 Adopt effective training and deployment techniques. 2.4 Undertake custody, transport and use of training aids. 2.5 Provide the team with detailed feedback.
3. Monitor workflow	3.1 Monitor the workflow for each team. 3.2 Balance the team's workload against the demands of the workplace and the need for development and training.
4. Monitor outcomes	4.1 Monitor and document detector dog team maintenance and development training. 4.2 Evaluate and document detector dog team performance regularly. 4.3 Involve staff in the identification of improvements to procedures and processes. 4.4 Make continuous improvements to procedures, processes and outcomes.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

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Unit Mapping Information

This unit supersedes and is equivalent to PSPBORD405A Develop operational effectiveness of detector dog teams.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPBDR010 Develop operational effectiveness of detector dog teams

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- deploying detector dogs
- maintaining detector dog proficiency
- analysing training records to identify and record training deficiencies
- applying all facets of detector dog training, theory and deployment
- identifying strengths and weaknesses of detector dog teams
- producing and implementing detector dog team training and assessment of high quality
- providing feedback to team members
- documenting training and evaluation outcomes

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- best practice training and development techniques for detector dog teams
- performance standards for detector dog and detector dog teams
- assessment techniques
- workplace and industry environment
- public sector legislation including work health and safety and environment related to detector dog team training

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Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPBDR011 Conduct detector dog team training

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPBORD406A Conduct detector dog team training. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to prepare and conduct initial detector dog team training courses. It includes preparation and delivery of training/development, managing training resources, maintaining the security of training aids, and evaluating and reporting training course outcomes.

This unit applies to those working in the provision of detector dog training courses.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work autonomously supervising others, performing complex tasks in a familiar context.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Border protection

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare for training/ development	1.1 Identify needs of teams to be trained. 1.2 Plan training and development based upon the identified needs. 1.3 Identify and prepare training resources in accordance with training requirements. 1.4 Identify and address administrative requirements.
2. Deliver training/ development	2.1 Provide constructive feedback throughout the development process. 2.2 Monitor and evaluate dog and handler progress. 2.3 Monitor training against schedule and outcomes. 2.4 Adjust the training program to allow individual detector dog teams every opportunity to meet the performance criteria. 2.5 Maintain records.
3. Manage training resources	3.1 Identify and report training resource requirements to management. 3.2 Monitor resource usage in accordance with approved resource allocation. 3.3 Maintain security of training aids. 3.4 Ensure custody, transport and use of training aids is in accordance with legislation, policy and guidelines.
4. Evaluate training outcomes	4.1 Assess level of development and operational effectiveness of detector dog teams. 4.2 Provide clear and constructive feedback in relation to performance to the person/s being assessed using appropriate language and strategies, and including guidance on any further goals or training opportunities available to overcome gaps in competency. 4.3 Identify changes aimed at improving the detection capabilities of detector dog teams. 4.4 Ensure training outcomes are in accordance with legislation, policy and guidelines.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

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Unit Mapping Information

This unit supersedes and is equivalent to PSPBORD406A Conduct detector dog team training.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPBDR011 Conduct detector dog team training

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- deploying detector dogs
- maintaining detector dog proficiency
- developing operational effectiveness of detector dog teams
- analysing training and development needs for each team
- preparing and delivering a detector dog training program
- preparing and managing a training budget
- mentoring detector dog teams
- assessing performance and providing feedback to detector dog teams
- producing reports based on assessment of all elements of detector dog training and deployment principles and practices

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- principles of quality management and continuous improvement
- current training methodologies
- analysis techniques
- standards
- workplace and industry environment
- equity and diversity principles

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- public sector legislation including work health and safety and environment related to detector dog team training

Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPBDR012 Command operational groups

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPBORD407A Command operational groups. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to command operational groups within a compliance or law enforcement operational environment. It includes preparing and planning for the group's role in the operation, communicating the plan to group members, and conducting operations and post operation processes.

This unit applies to those working within operational groups in a compliance or law enforcement environment.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently supervising others, performing complex tasks in a broad range of contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Border protection

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare and plan for the group's role in the operation	1.1 Clarify tasks relevant to the group with the operation commander. 1.2 Issue warning order to group members. 1.3 Gather all relevant information, including that gained from a planned reconnaissance, when required. 1.4 Plan the operation using operational command principles and the appreciation process. 1.5 Confirm plan and obtain endorsement from the operation commander.
2. Communicate the plan to group members	2.1 Produce written orders in the operational command format. 2.2 Issue oral orders to group members in accordance with standing operating procedures.
3. Conduct operations	3.1 Deploy resources in the area of operations according to the plan. 3.2 Maintain the group under command and control for the duration of the operation. 3.3 Monitor situation and resources to ensure attainment of the mission. 3.4 Respond to situational and resource changes by redeploying resources to achieve the group mission.
4. Conduct post-operation processes	4.1 Conduct the group debrief in accordance with standing operating procedures. 4.2 Make contributions to the operational debrief in accordance with standing operating procedures. 4.3 Make contributions to the post-operation report by providing relevant information on group activities.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

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Unit Mapping Information

This unit supersedes and is equivalent to PSPBORD407A Command operational groups.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPBDR012 Command operational groups

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- applying leadership and command in the context of leading operational groups
- determining a response to diverse circumstances
- justifying chosen response to any given situation against legislation, guidelines, policies and regulations
- applying procedures relevant to the tasks undertaken at the group level
- conducting research in the context of leading operational groups
- communicating and liaising with diverse audiences
- applying negotiation and conflict resolution methods
- responding to feedback
- reading and interpreting legislation, regulations and guidelines
- undertaking analysis and decision making using sound judgment

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- enabling and allied legislation
- full range of regulatory powers enforceable by officers
- operational command policy, methodology and principles
- regulations, policy, procedures, guidelines, protocols and standing operating procedures
- workplace and industry environment

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- workplace technology and equipment (Ionscan, X-ray)
- work health and safety and environment policies and guidelines
- risk assessment techniques
- communication systems relevant to the workplace including communications network and radio protocols
- organisational and jurisdictional values/ethics and codes of conduct
- confidentiality, privacy and security issues
- reporting requirements

Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPBDR013 Examine and test firearms

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPBORD408A Examine and test firearms. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to identify and classify firearms subject to international trade or travel and to safety test imported firearms. It includes identifying firearms and components, conducting safety tests, maintaining resources, and reviewing and reporting on activities.

This unit applies to those working as firearms specialists who can identify, classify and safety test firearms.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work autonomously, consulting others as required, performing routine tasks in a range of familiar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Border protection

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Identify firearms and components	1.1 Prepare firearms and components for examination. 1.2 Examine firearms and components in detail to determine relevant features. 1.3 Research internal resources to confirm observations. 1.4 Seek advice on obscure or complex items from relevant personnel. 1.5 Determine classification of firearms and components. 1.6 Determine the requirement for testing or exemption from safety testing.
2. Conduct safety tests	2.1 Test firearms against standards specified in legislation, regulations, policies and guidelines. 2.2 Operate relevant equipment. 2.3 Identify and action work health and safety issues. 2.4 Interpret the results of equipment use correctly.
3. Maintain resources	3.1 Conduct routine maintenance of equipment. 3.2 Maintain equipment to manufacturers' specifications and standard operating procedures and guidelines. 3.3 Organise repairs to equipment as soon as practicable.
4. Review and report on activities	4.1 Record and disseminate outcomes of firearm identification and safety testing activities. 4.2 Evaluate the outcomes, procedures and processes used in activities. 4.3 Identify and action improvements to procedures and processes.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

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Unit Mapping Information

This unit supersedes and is equivalent to PSPBORD408A Examine and test firearms.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPBDR013 Examine and test firearms

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- applying legislation, regulations and policies relating to firearms examination and testing
- operating and maintaining equipment to achieve desired outcomes
- accurately interpreting resources and information generated
- selecting and using cleaning agents, solvents and lubricants
- selecting and using tools and equipment
- achieving accuracy in measurement
- undertaking analysis and decision making using sound judgment
- using written and oral communication including liaison and consultation
- planning, prioritising and problem solving
- applying procedures relating to work health and safety and environment in the context of firearms examination and testing

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- public sector legislation including work health and safety and environment, regulations, policies, procedures, guidelines and standard operating procedures relating to examination and testing of firearms in the context of international trade or travel
- custodial firearms safe handling procedures
- firearms safety issues

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- firearms and firearms related components recognition indicators
- firearms research materials and resources
- public sector and organisational values/ethics codes of conduct or service charter
- security and reporting procedures
- risk management policy and practices
- risk assessment techniques
- profiles and trends
- Australian legal framework
- evidence handling and storage
- equipment maintenance procedures
- equipment operation and usage
- workplace and industry environment

Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPBDR014 Command operational forces

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPBORD501A Command operational forces. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to command operational forces within a compliance or law enforcement operational environment. It includes preparing and planning for the force's role in the operation, communicating the plan to group commanders, and conducting operations and post-operation processes.

This unit applies to those working within operational forces in a compliance or law enforcement environment.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work autonomously supervising others, performing complex tasks in a range of contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Border protection

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare and plan for the force's role in the operation	1.1 Clarify tasks relevant to the force with the operation commander. 1.2 Issue warning order to group commanders. 1.3 Gather all relevant information including that gained from a planned reconnaissance, when required. 1.4 Plan the operation using operational command principles and the appreciation process. 1.5 Confirm plan and obtain endorsement by the operation chief.
2. Communicate the plan to group commanders	2.1 Produce written orders in the operational command format. 2.2 Issue oral orders to group commanders.
3. Conduct operations	3.1 Deploy resources in the area of operations according to the plan. 3.2 Maintain the force under command and control for the duration of the operation. 3.3 Monitor situation and resources to ensure attainment of the mission. 3.4 Respond to situational and resource changes by redeploying resources to achieve the force mission.
4. Conduct post-operation processes	4.1 Conduct the operational debrief in accordance with standing operating procedures. 4.2 Analyse operational and administrative aspects of the concluded operational activity. 4.3 Produce a post-operation report in accordance with standing operating procedures. 4.4 Contribute to implementation of agreed recommendations.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

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Unit Mapping Information

This unit supersedes and is equivalent to PSPBORD501A Command operational forces.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPBDR014 Command operational forces

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- applying leadership and command in the context of leading operational forces
- determining a response to diverse circumstances
- justifying chosen response to any given situation against legislation, guidelines, policies and regulations
- applying relevant patrol, search, seizure, apprehension and surveillance procedures
- conducting research in the context of leading operational forces
- communicating and liaising with diverse audiences
- applying negotiation and conflict resolution methods
- responding to feedback
- reading and interpreting legislation, regulations and guidelines
- undertaking analysis and decision making using sound judgment

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- enabling and allied legislation
- knowledge of the full range of regulatory powers enforceable by officers
- operational command policy, methodology and principles
- regulations, policy, procedures, guidelines, protocols and standing operating procedures
- workplace and industry environment

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- workplace technology and equipment (Ionscan, X-ray)
- work health and safety and environment policies and guidelines
- risk assessment techniques
- communication systems relevant to the workplace including communications network and radio protocols
- organisational and jurisdictional values/ethics and codes of conduct
- confidentiality, privacy and security issues
- reporting requirements

Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPBDR015 Manage operations

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPBORD601A Manage operations. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to lead, manage and command operations within a compliance or law enforcement operational environment. It includes identifying the need for an operation, preparing and planning for the operation chief's role in the operation, communicating the concept of the operation to operation commanders, conducting operations and contributing to post-operation processes.

This unit applies to those working within operational forces in a compliance or law enforcement environment.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work autonomously supervising others, performing complex tasks in a range of contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Border protection

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Identify the need for an operation	1.1 Identify the nature of the problem. 1.2 Gather all known and relevant information. 1.3 Analyse risks against regional risk treatment plans and work area plans. 1.4 Prioritise the risk. 1.5 Make a broad commitment to the allocation of resources.
2. Prepare and plan for the operation chief's role in the operation	2.1 Identify and clarify tasks relevant to the operation with stakeholders. 2.2 Issue warning order to operation commander/s. 2.3 Gather all relevant information, including that gained from a planned reconnaissance, when required. 2.4 Plan the operation using operational command principles and the appreciation process. 2.5 Agree to concept and, where appropriate, obtain endorsement from stakeholders.
3. Communicate the concept of operation to operation commander/s	3.1 Produce written concept in the operational command format. 3.2 Provide advice and guidance to the operation commander/s.
4. Conduct operations	4.1 Provide resources for the area of operations according to the concept. 4.2 Maintain command and control for the duration of the operation. 4.3 Monitor situation and resources to ensure attainment of the mission. 4.4 Respond to situational and resource changes by redeploying resources to achieve the operation's intent.
5. Contribute to post-operation processes	5.1 Make contributions to the operational debrief. 5.2 Raise recommendations in the appropriate forum for discussion regarding implementation. 5.3 Distribute recommendations to appropriate areas in the regions

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	and central office.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPBORD601A Manage operations.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPBDR015 Manage operations

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- applying leadership and command in the context of commanding an operation
- determining a response to diverse circumstances
- justifying chosen response to any given situation against legislation, guidelines, policies and regulations
- conducting research in the context of leading operational forces
- communicating and liaising with diverse audiences
- applying negotiation and conflict resolution methods
- dealing with the media
- reading and interpreting legislation, regulations and guidelines
- undertaking analysis and decision making using sound judgment

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- enabling and allied legislation
- knowledge of the full range of regulatory powers enforceable by officers
- operational command policy, methodology and principles
- regulations, policy, procedures, guidelines, protocols and standing operating procedures
- treatment options relevant to the tasks undertaken
- workplace and industry environment
- workplace technology and equipment

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- inter-agency agreements, memoranda of understanding and relationships
- work health and safety and environment policies and guidelines
- risk assessment techniques
- communication systems relevant to the workplace including communications network and radio protocols
- organisational and jurisdictional values/ethics and codes of conduct
- confidentiality, privacy and security issues
- reporting requirements

Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPCRT001 Audio record court proceedings

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPCRT301B Audio record court proceedings. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 1.2 and 1.3, PC 2.1 and 2.2 merged • PC 1.4 and 3.2 removed

Application

This unit describes the skills required to prepare, set up, record and rectify any issues in relation to the audio recording of court proceedings.

This unit applies to those working within the law court system and is applicable across a wide range of court environments.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to, particularly those related to WHS and those set by the court.

Those undertaking this unit would generally work independently. They would perform routine tasks in a range of familiar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Courts

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare for content of matter to be heard	1.1 Check court roster to identify jurisdiction, presiding officials and status of case. 1.2 Locate and check existing glossaries, running sheet and previous transcripts, including information specific to the case or jurisdiction.
2. Prepare for audio and/or visual recording	2.1 Set up and check microphone and/or recording equipment and cabling. 2.2 Document recording details. 2.3 Approach counsel at the bar to establish clear identification for audio purposes. 2.4 Obtain case information and scan court file for relevant information. 2.5 Ensure special requirements for relief recorders are included in preparations.
3. Undertake audio and/or visual recording of proceedings	3.1 Operate recording equipment to achieve high-quality recording. 3.2 Maintain court protocol, particularly while dealing with legal representatives and responding to queries regarding the transcript. 3.3 Clarify proceedings during adjournments. 3.4 Advise supervisor when court is completed or adjourned. 3.5 Process and secure recorded material in readiness for handover. 3.6 Transfer audio materials to court reporters.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

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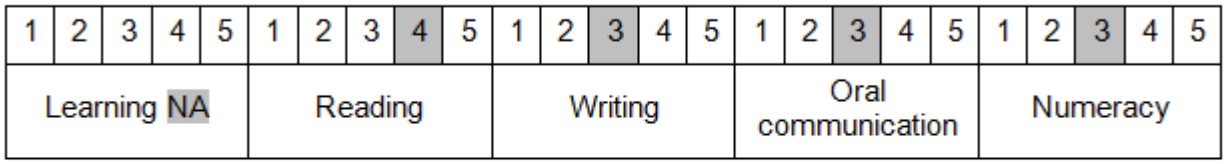
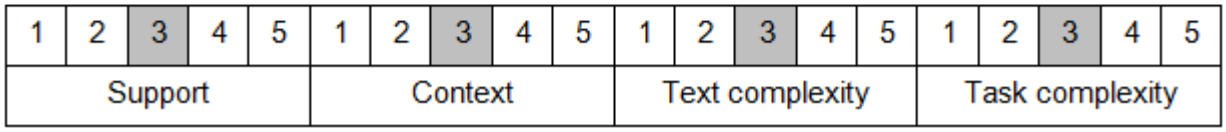
ACSF levels indicative of performance:



Performance variables:



Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to PSPCRT301B Audio record court proceedings.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPCRT001 Audio record court proceedings

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- managing a large personal workload
- working under pressure
- meeting required deadlines
- reading and interpreting legislation, regulations and policies
- monitoring proceedings in two or more types of courts
- communicating orally with a diverse range of people
- making clear announcements

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- legislation, regulations, policies, procedures and practice relating to audio/visual recordings of court proceedings
- structure, roles, functions, procedures and protocols of courts
- principles of judicial independence
- public sector legislation, including WHS and environment, in the context of audio and/or visual recording of court proceedings

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Assessment Conditions

Assessment of this unit requires evidence gathered over time in a workplace environment or one that closely resembles normal work practice and replicates the diverse conditions likely to be encountered when recording court proceedings.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPCRT002 Perform duties to support a hearing

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPCRT401C Carry out court orderly functions. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • Unit title changed to better reflect unit outcomes • All PC revised in Element 1

Application

This unit describes the skills required to perform court orderly functions in a range of courts and jurisdictions. It includes preparing the courtroom, following court procedures and protocols, managing court appearances and taking action in accordance with court outcomes.

This unit applies to those working within the court system operating under procedures set by the court.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to, particularly those related to WHS and those set by the court.

Those undertaking this unit would generally work independently with occasional supervisory responsibilities. They would perform complex tasks in a range of familiar and unfamiliar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Courts

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare the courtroom	1.1 Apply security procedures, ensuring courtroom amenities are checked and adjusted as required. 1.2 Set up and arrange equipment and technology. 1.3 Restore courtroom on completion of sitting.
2. Follow court procedures and protocols	2.1 Prepare court forms and documents and ensure they are used correctly. 2.2 Make proclamations. 2.3 Monitor modes of address, manner and movement in the courtroom and instruct court users and the public on protocols. 2.4 Accommodate special court requirements.
3. Manage court appearances	3.1 Call persons and report non-appearances to the court. 3.2 Escort persons required to be accompanied to and from their station in the courtroom. 3.3 Administer oaths and affirmations if required, in accordance with the type of proceedings and client preference for the particular oath or affirmation. 3.4 Use court technology at the direction of the presiding official and manage contingencies.
4. Take action in accordance with court outcomes	4.1 Take action relating to orders of the court. 4.2 Identify documentary requirements of court outcomes and complete.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

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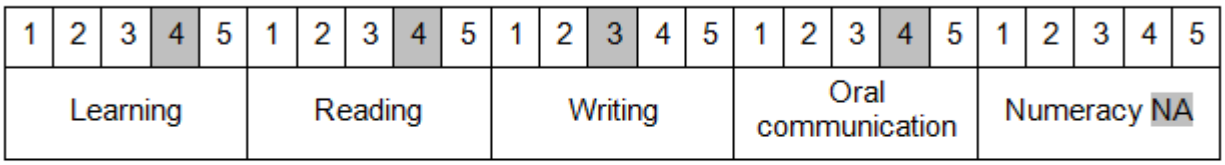
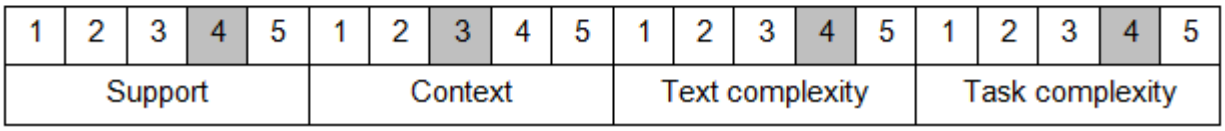
ACSF levels indicative of performance:



Performance variables:



Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to PSPCRT401C Carry out court orderly functions.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPCRT002 Perform duties to support a hearing

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- applying legislation, rules, and organisational practices and procedures relating to court functions
- using problem-solving skills in response to contingencies
- dealing effectively with different stakeholders, including at least one of:
  - judicial support officers
  - associates
  - court reporters
  - interpreters
  - sheriff's officers
  - parties in custody
- instructing court users

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- courts administration management, procedures and protocols
- court operating procedures and protocols
- principles of judicial independence
- organisational policies and procedures relating to carrying out court orderly functions
- oaths, affirmations and their administration

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- court technology
- public sector legislation in the context of court functions

Assessment Conditions

Assessment of this unit requires evidence gathered over time in a workplace environment or one that closely resembles normal work practice and replicates the diverse conditions likely to be encountered when supporting a court hearing.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPCRT003 Manage witnesses

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPCRT402C Manage witnesses. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 1.2 and 1.3 revised

Application

This unit describes the skills required to manage witnesses attending court to give evidence face-to-face or via audio-visual link facilities. It includes facilitating witnesses' court appearances and maintaining the integrity of court proceedings in a remote witness room.

This unit applies to those working within the court system operating under procedures set by the court.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to, particularly those relating to WHS and those set by the court.

Those undertaking this unit would generally work independently with occasional supervisory responsibilities. They would perform complex tasks in a range of familiar and unfamiliar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Courts

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Facilitate court appearances of witnesses	1.1 Apply requirements regarding presence of witnesses according to for the type of proceeding. 1.2 Identify witnesses and provide details to the court. 1.3 Record witness details and report non-appearances. 1.4 Call witnesses, escort them to the witness box and swear in, if required. 1.5 Provide appropriate screening or audio-visual link for witnesses who are apprehensive of giving evidence in front of an accused, at the direction of the presiding official. 1.6 Complete administrative duties relating to witness appearances.
2. Maintain the integrity of court proceedings in a remote witness room	2.1 Prepare witness room and equipment. 2.2 Position witness and other authorised persons so they are visible and clearly audible to the court. 2.3 Maintain security of witnesses, witness rooms and exhibits and report any attempted security breach to the court. 2.4 Perform functions in the witness room according to set role. 2.5 Deliver witnesses at the end of the evidence and examination into the care of a responsible person and return exhibits.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

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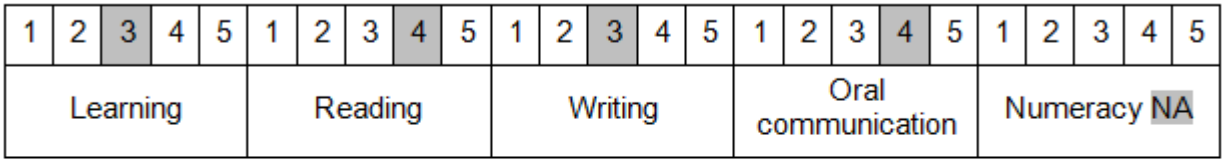
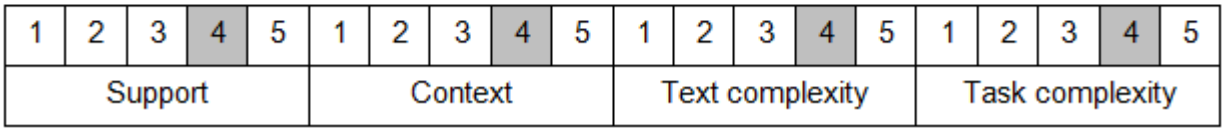
ACSF levels indicative of performance:



Performance variables:



Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to PSPCRT402C Manage witnesses.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPCRT003 Manage witnesses

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion:

- applying legislation, rules, practices and procedures of the court environment
- making oral presentations to call witnesses and administer oaths and affirmations
- eliciting witness information
- dealing effectively with legal representatives and judge's associates
- completing court forms
- operating court technology

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- types of proceedings
- role and function of sheriff's officer or court officer in relation to witnesses giving evidence in person and via audio-visual link
- legislative requirements of witnesses
- court and standard operating procedures and protocols relating to witnesses
- documentary and administrative requirements relating to witnesses appearing in court
- ethical work practices

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Assessment Conditions

Assessment of this unit requires evidence gathered over time, in a workplace environment or one that closely resembles normal work practice and replicates the diverse conditions likely to be encountered when managing witnesses.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPCRT004 Handle exhibits and documents tendered

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPCRT403C Handle exhibits and documents tendered • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice • PC 1.1 and 1.2 merged

Application

This unit describes the skills required to deal with court exhibits and documents tendered to the court. It includes the handling and security of exhibits and documents and completing the necessary documentation.

This unit applies to those working within the court system operating under procedures set by the court.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to, particularly those set by the court.

Those undertaking this unit would generally work independently, with occasional supervisory responsibilities. They would perform routine tasks in a range of familiar and unfamiliar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Courts

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Follow procedures to handle exhibits and documents	1.1 Receive, record and secure exhibits and documents. 1.2 Pass exhibits and documents for examination as directed by the court. 1.3 Handle hazardous exhibits and documents using safety procedures and personal protective equipment. 1.4 Complete court documentation relating to exhibits and documents.
2. Process exhibits and documents	2.1 Check court registry for exhibits and documents tendered by the parties and complete administrative requirements. 2.2 Store and secure exhibits and documents. 2.3 Deliver exhibits and documents to court when required. 2.4 Implement administrative arrangements for tendered documents in accordance with the outcomes of the court process.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

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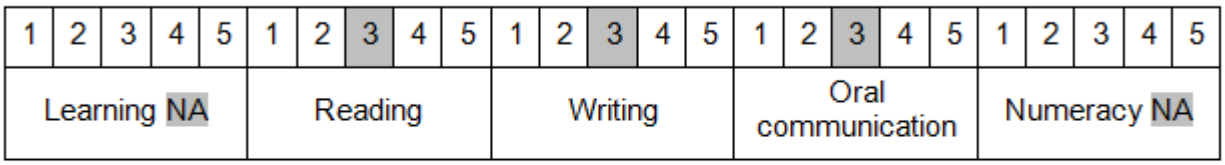
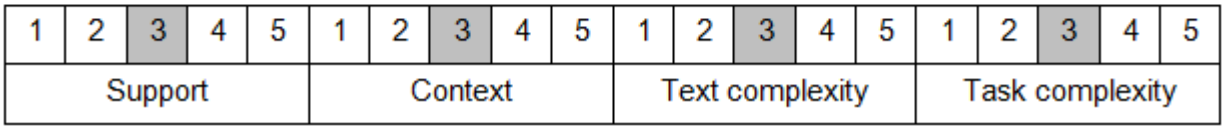
ACSF levels indicative of performance:



Performance variables:



Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to PSPCRT403C Handle exhibits and documents tendered

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPCRT004 Handle exhibits and documents tendered

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- applying legislation, rules, practices and procedures relating to working in a court environment
- explaining procedures and the correct use of personal protective equipment to those handling potentially hazardous exhibits and documents
- completing court forms, documentation and administrative requirements
- recording trial and courtroom numbers, marking/tagging exhibits
- responding to contingencies

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- legislative requirements, court procedures and protocols
- documentary and administrative requirements
- procedures relating to WHS and handling potentially hazardous exhibits and documents

Assessment Conditions

Assessment of this unit requires evidence gathered over time in a workplace environment or one that closely resembles normal work practice and replicates the diverse conditions likely to be encountered when handling exhibits and documents.

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Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPCRT005 Serve process

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPCRT404C Serve process. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice • PC 1.1 and 1.2 merged

Application

This unit describes the skills required to serve or attempt to serve process, as requested by a court, tribunal, agency or other party. It includes dealing with difficult collection situations, and completing preliminary requirements prior to serving process.

This unit applies to those working within the court system operating under procedures set by the court.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to, particularly those set by the court.

Those undertaking this unit would generally work independently with occasional supervisory responsibilities. They would perform complex tasks in a range of familiar and unfamiliar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Courts

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Complete requirements prior to serving process	1.1 Process documents and forward incorrectly received documents to correct location for service. 1.2 Enter details of process to be served into data system.
2. Serve process	2.1 Attempt service of process according to the type of process being served, the jurisdiction and prescribed timeframes. 2.2 Verify the identity of the person being served and clarify the nature of the document to the person during personal service process. 2.3 Comply with legislative requirements during a non-personal service process. 2.4 Comply with prescribed timeframes within legislative requirements where there is non-service.
3. Complete administrative requirements	3.1 Obtain signatures acknowledging service and complete required reports. 3.2 Prepare sworn affidavits and dispatch with annexures. 3.3 Detail refusal to sign in affidavits of service. 3.4 Prepare and dispatch reports or notices of non-service.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

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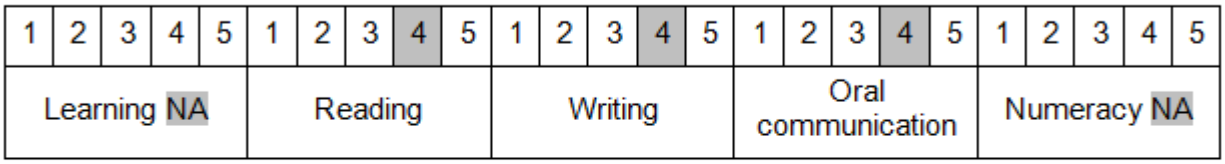
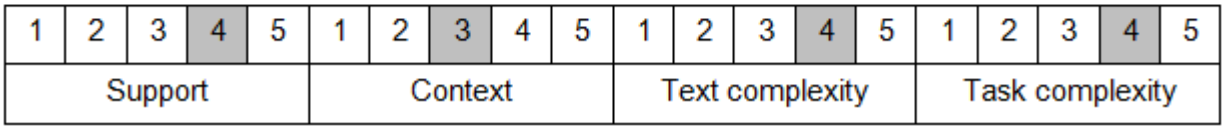
ACSF levels indicative of performance:



Performance variables:



Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to PSPCRT404C Serve process.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPCRT005 Serve process

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- applying legislative requirements to serving process
- understanding requirements of process to be served
- identifying intended recipients
- explaining nature of process
- dealing effectively with contingencies
- completing affidavits
- maintaining records

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- legislation and rules relating to personal and non-personal service of process
- jurisdiction policies and procedures relating to service of process
- rules for swearing affidavits
- procedures relating to public sector legislation, including WHS procedures for operational safety while serving process

Assessment Conditions

Assessment of this unit requires evidence gathered over time in a workplace environment or one that closely resembles normal work practice and replicates the diverse conditions likely to be encountered when serving process.

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Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPCRT006 Handle monies received in satisfaction of warrants and orders

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPCRT405C Handle monies received in satisfaction of warrants and orders. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to securely collect and bank monies received in satisfaction of warrants and orders. It includes dealing with difficult collection situations and applying knowledge of the policies, procedures and legislation relating to handling civil monies.

This unit applies to those working within the court system operating under procedures set by the court.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to, particularly those set by the court.

Those undertaking this unit would generally work independently with occasional supervisory responsibilities. They would perform complex tasks in a range of familiar and unfamiliar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Courts

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Receive monies	1.1 Obtain or confirm authorisations for the collection of monies in satisfaction of an order or warrant. 1.2 Undertake risk assessment and determine strategies to remove, control or minimise identified risks. 1.3 Respond to queries or requests for information using established customer service techniques. 1.4 Collect and receipt monies and implement contingencies to protect the safety of self and others as required. 1.5 Maintain security of monies and receipt books.
2. Deposit monies received	2.1 Secure or bank monies received according to designated timelines and legislative requirements for the type of process served and the jurisdiction. 2.2 Maintain receipts and banking data, process payments and complete records.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

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ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning					Reading					Writing					Oral communication					Numeracy					

Performance variables:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Range of Conditions

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning					Reading					Writing					Oral communication					Numeracy					

Performance variables:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to PSPCRT405C Handle monies received in satisfaction of warrants and orders.

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPCRT006 Handle monies received in satisfaction of warrants and orders

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- eliciting required payment from clients and clarifying processes
- dealing with difficult customer service situations
- receipting payments
- completing and maintaining financial records
- operating technology for credit card transactions or electronic funds transfer
- problem-solving and responding to contingencies
- applying legislation, regulations and policies relating to money handling
- working in the field collecting monies to satisfy warrants and orders

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- legislation, regulations and organisational policy and procedures relating to control of monies received in satisfaction of warrants and orders
- operational safety procedures
- financial guidelines relating to the collection, receipting, security and banking of monies in the public sector
- duty of care requirements relating to handling monies received in satisfaction of warrants and orders

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- software relating to financial administration

Assessment Conditions

Assessment of this unit requires evidence gathered over time in a workplace environment or one that closely resembles normal work practice and replicates the diverse conditions likely to be encountered when handling monies received in satisfaction of warrants and orders.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPCRT007 Compile and use official notes

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPCRT406C Compile and use official notes. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to keep notes and use them to give evidence in court, prepare statements and compile reports, including incident reports. It includes applying knowledge of the essential elements of note taking, statement and report preparation; and legislative and organisational requirements for the structure and content of official reports.

This unit applies to those working within the court system operating under procedures set by the court.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to, particularly those set by the court.

Those undertaking this unit would generally work independently with occasional supervisory responsibilities. They would perform complex tasks in a range of familiar and unfamiliar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Courts

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Record and retain original notes	1.1 Use official notebooks to record original notes relating to incidents and occurrences in appropriate format and timeframe. 1.2 Make notes that meet content and sequencing requirements within required timeframes. 1.3 Record identifying information retain and secure for the length of time required by law.
2. Use notes to make statements	2.1 Use notes to refresh memory and provide factual basis for statements. 2.2 Maintain receipts and bank records. 2.3 Format details for statements.
3. Use notes to give evidence	3.1 Use notes to refresh memory prior to giving evidence, enabling concise and factual answers. 3.2 Request authority of presiding official to refer to notes while giving evidence in court. 3.3 Present factual, correctly sequenced evidence that reflects information in notes. 3.4 Employ presentation standards.
4. Compile reports	4.1 Collect, analyse and organise information for reports into a logical sequence according to the purpose and audience of each report. 4.2 Format reports to meet organisational requirements for structure, style and content. 4.3 Complete incident reports containing all required information and outcomes. 4.4 Produce reports required for information management systems.

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Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning NA					Reading					Writing					Oral communication					Numeracy				

Performance variables:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to PSPCRT406C Compile and use official notes.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPCRT007 Compile and use official notes

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- applying legislation, rules, and organisational practices and procedures including WHS relating to official note taking or working in an office environment
- interpreting notes and giving evidence
- taking notes sequencing events chronologically
- compiling reports
- assigning report and file numbers
- operating equipment and/or technology to prepare reports

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- reasons for and key requirements of note taking for official purposes
- essential elements of a report
- legislative and organisational requirements for structure and content of official reports and statements
- requirements for giving evidence
- information management including retention and security of notes

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Assessment Conditions

Assessment of this unit requires evidence gathered over time in a workplace environment or one that closely resembles normal work practice and replicates the diverse conditions likely to be encountered when compiling and using official notes.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPCRT008 Undertake court listings

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPCRT407B Undertake court listings. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice • PC 1.1 and 1.2, PC 1.3 and 1.4, PC 2.2 and 2.3 merged • PC 4.1 removed

Application

This unit describes the skills required to undertake court listings in a range of matters for courts. It includes preparing court files, maintaining listing systems, assisting in the allocation of courtrooms and judicial officers, preparing court lists and advising on listings.

This unit applies to those working within the court system operating under procedures set by the court.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to, particularly those set by the court.

Those undertaking this unit would generally work independently with occasional supervisory responsibilities. They would perform complex tasks in a range of familiar and unfamiliar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Courts

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare court files	1.1 Locate and check files listed to ensure relevant documents are on file and any missing documents followed up. 1.2 Prepare documentation and advise when files are ready for collection.
2. Maintain listing systems	2.1 Set up listing system according to the number of available presiding officials as per roster. 2.2 Establish and distribute lists for hearings.
3. Assist allocation of courtrooms and judicial officers	3.1 Access list of pending cases from records and obtain information on priorities. 3.2 Allocate cases to judicial officers. 3.3 Locate and sort files.
4. Prepare court lists	4.1 Gather other information on matters and take appropriate action. 4.2 Record data relating to the allocation of court and judicial officers. 4.3 Prepare and print completed lists of all matters and distribute.
5. Provide information and options on listings	5.1 Prepare documentation and send to parties. 5.2 Book interpreters as required. 5.3 Make contact with all parties and necessary staff for urgent matters. 5.4 Complete records and forward.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

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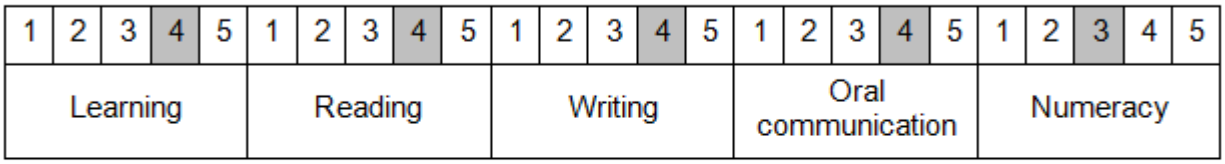
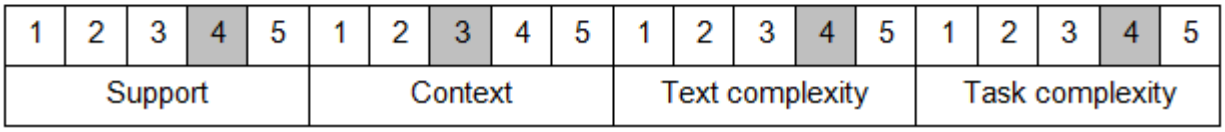
ACSF levels indicative of performance:



Performance variables:



Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to PSPCRT407B Undertake court listings.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPCRT008 Undertake court listings

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- applying legislative requirements to court listings
- gathering and analysing information
- responding to contingencies using problem-solving skills
- dealing effectively with different stakeholders, including at least one of:
  - judicial support officers
  - associates
  - court reporters
  - interpreters
  - sheriff's officers
- operating court-specific software

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context.

- legislation, regulations, policies, procedures and guidelines relating to court listings and hearings
- courts administration structure
- principles of judicial independence
- current approaches to courts administration
- record management procedures and protocols

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- client services in relation to listing protocols

Assessment Conditions

Assessment of this unit requires evidence gathered over time in a workplace environment or one that closely resembles normal work practice and replicates the diverse conditions likely to be encountered when undertaking court listings.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPCRT009 Provide court registry and information services

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPCRT408B Provide court registry and information services. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice • PC 3.3 removed

Application

This unit describes the skills required to provide an effective registry and information service to court clients according to the court's business plan. It includes advising on court practice and procedures, processing incoming registry work, and handling documents and exhibits lodged.

This unit applies to those working within the court system operating under procedures set by the court.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to, particularly those set by the court.

Those undertaking this unit would generally work independently with occasional supervisory responsibilities. They would perform complex tasks in a range of familiar and unfamiliar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Courts

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Communicate court practice and procedures	1.1 Provide information, options and advice on legislation requirements and organisational policy and procedures. 1.2 Respond to questions related to client diversity and needs according to client service practice and standards. 1.3 Offer solutions to problems raised by clients and provide options and/or referrals in accordance with delegated authority. 1.4 Refer complex operational queries and obtain assistance when necessary. 1.5 Optimise information services through use of technical resources and digital information systems.
2. Process incoming registry work	2.1 Process incoming applications and other materials. 2.2 Transfer files using appropriate technical resources in accordance with listings and registry requirements. 2.3 Process and receipt fees.
3. Handle lodged documents	3.1 Receive and record documents. 3.2 Lodge documents and enter information into the file management system within set timeframes.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

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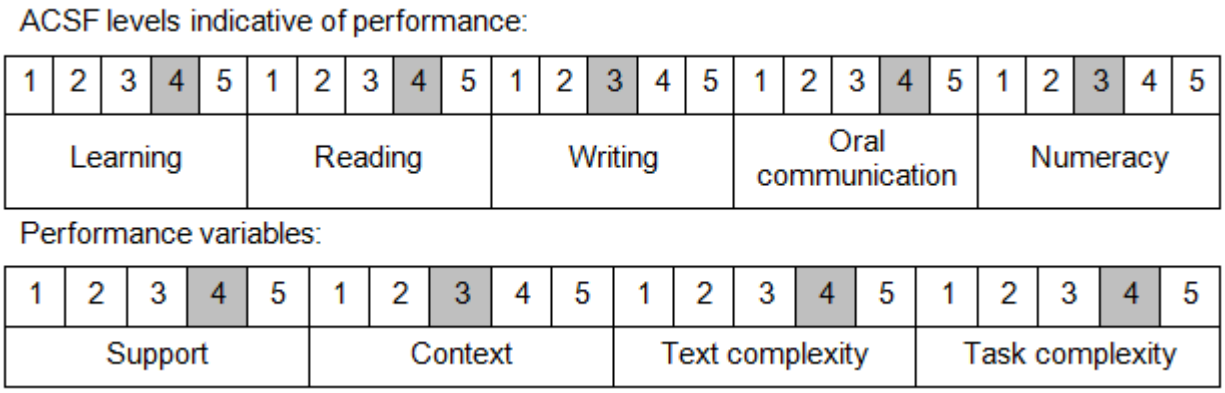

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to PSPCRT408B Provide court registry and information services.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPCRT009 Provide court registry and information services

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- gathering and analysing information
- responding to queries
- dealing effectively with diverse clients including offending parties, legal practitioners, judicial and sheriff's officers and media
- listening actively, showing empathy, building rapport, resolving conflict and managing situations
- using case management systems
- accessing relevant information on websites
- reconciling accounts
- applying legislative requirements relating to the provision of court registry and information services

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context.

- rules, Acts, procedures and legislation relating to court registry and information services
- courts administration structure, including departmental organisation
- principles of judicial independence
- current approaches to courts administration
- limits of authority to provide advice

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- procedure for referrals to legal assistance
- court-specific software programs
- records management procedures and protocols

Assessment Conditions

Assessment of this unit requires evidence gathered over time in a workplace environment or one that closely resembles normal work practice and replicates the diverse conditions likely to be encountered when providing court registry and information services.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPCRT010 Administer court fines and debt management

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPCRT409B Administer court fines and debt management. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice • PC 1.3 and 1.4 removed • PC 2.5 and 2.6 merged

Application

This unit describes the skills required to administer court fines and arrangements, manage debtors and negotiate payments, including with difficult customers. It includes undertaking case management of judgement debtors and managing a case load.

This unit applies to those working within the court system operating under procedures set by the court.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to, particularly those set by the court.

Those undertaking this unit would generally work independently with occasional supervisory responsibilities. They would perform complex tasks in a range of familiar and unfamiliar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Courts

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Undertake case management of judgement debtors	1.1 Assess income, assets and expenditure in relation to payment arrangements and negotiate payments in accordance with delegated authority and clients' ability to pay. 1.2 Make decisions regarding applications for relief and contact fine defaulters in order to collect debts. 1.3 Apply workplace safety requirements when dealing with clients. 1.4 Make referrals to authorised officer or official for alternative penalties where necessary.
2. Participate in management of case load	2.1 Issue and cancel enforcements in accordance with delegated authority. 2.2 Conduct data matching to confirm information as required. 2.3 Maintain and use schedule of action dates. 2.4 Manage lists according to court requirements. 2.5 Manage cases and maintain case management records.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

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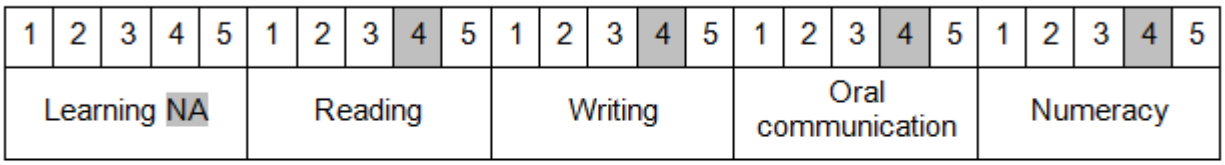
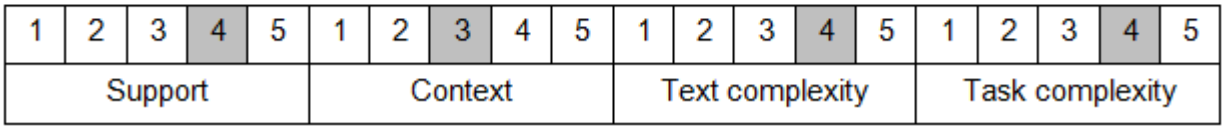
ACSF levels indicative of performance:



Performance variables:



Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to PSPCRT409B Administer court fines and debt management.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPCRT010 Administer court fines and debt management

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- applying rules, Acts, procedures, practice directions and legislation in the context of court fines administration and debt management
- identifying principles and procedures in relation to financial assessments and data matching
- dealing effectively with a diverse range of clients
- negotiating payment arrangements
- interpreting complex legal documents
- maintaining accurate case management records
- operating computer technology for data input and case management

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- rules, Acts, procedures, practice directions and legislation relating to administration of court fines and debt management
- procedures relating to public sector legislation, including WHS and environment, in the context of court fines administration and debt management
- courts administration structure
- principles of judicial independence
- fines enforcement policy

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- limits of authority to negotiate payment arrangements and make decisions on applications for relief
- case management in the context of fines administration and debt management

Assessment Conditions

Assessment of this unit requires evidence gathered over time in a workplace environment or one that closely resembles normal work practice and replicates the diverse conditions likely to be encountered when administering court fines and debt management.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPCRT011 Provide court support to Indigenous clients

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPCRT410B Provide court support to Indigenous clients. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice • PC 2.1 and 2.2 merged

Application

This unit describes the skills required to assist Indigenous Australians in their dealings with the court. It includes providing advice and support to the court and the Indigenous community, and assisting Indigenous people in court. All support to Indigenous clients must observe the protocols for the sharing of information in a culturally appropriate manner.

This unit applies to those working within the court system operating under procedures set by the court.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to, particularly those set by the court.

Those undertaking this unit would generally work independently with occasional supervisory responsibilities. They would perform complex tasks in a range of familiar and unfamiliar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Courts

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Provide information and options	1.1 Collect and access client information and identify Indigenous client's needs. 1.2 Use client information to identify specific services required, observing protocols for the sharing of information. 1.3 Identify and apply organisational policy and procedures relevant to Indigenous people in the provision of information and options, including alternative procedural options available to Indigenous people. 1.4 Address and clarify problems raised and provide assistance and/or referrals, including making necessary arrangements according to client needs.
2. Provide support to Indigenous Australians involved in court proceedings	2.1 Assist Indigenous people to access support services and available procedural options and to complete procedural requirements. 2.2 Inform Indigenous court users and their nominated representatives of procedural requirements and observe protocols for the sharing of information. 2.3 Explain obligations contained in orders and confirm understanding of the ramifications of non-compliance.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

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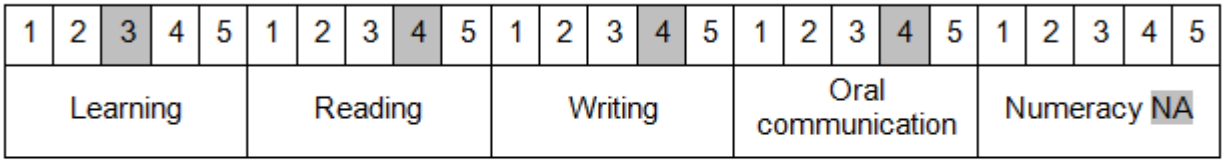
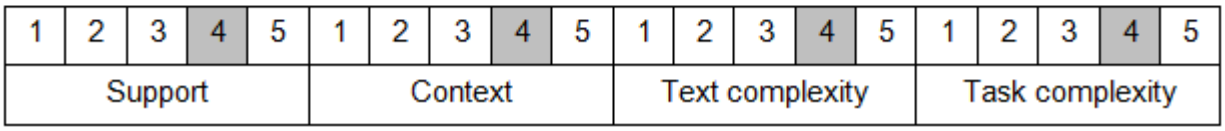
ACSF levels indicative of performance:



Performance variables:



Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to PSPCRT410B Provide court support to Indigenous clients.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPCRT011 Provide court support to Indigenous clients

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- applying legislation, regulations and policies relating to courts administration, including those relating to Indigenous people and communities
- dealing effectively with Indigenous communities and people in a culturally appropriate manner
- responding sensitively and appropriately to disclosure and cultural issues
- maintaining confidentiality
- negotiating, using collaborative skills, between court, client, client's family and community, and other service providers
- gathering and interpreting information

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- legislation, regulations, policies, procedures and guidelines relating to courts, court users and Indigenous communities
- criminal and civil justice systems and legislation conferring jurisdiction
- courts administration structure
- principles of judicial independence
- range of referral sources and associated protocols for working with Indigenous clients

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- policy approaches to courts administration that are specifically applicable to Indigenous people, including fine payment schemes, alternative sentencing options and flexible case management procedures
- social, historical, political and economic context of Indigenous justice issues
- Indigenous culture and customs
- local Indigenous issues and social structures
- procedures relating to public services legislation, including WHS and environment, in the context of court support services
- principles of financial budgeting and assessment
- equity and diversity principles

Assessment Conditions

Assessment of this unit requires a workplace environment or one that closely resembles normal work practice and replicates the diverse conditions likely to be encountered when providing court support to Indigenous clients.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPCRT012 Audio record complex court proceedings

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPCRT411B Audio record complex court proceedings. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice • All PC revised in Element 1 and 3

Application

This unit describes the skills required to produce recordings and monitor information in courts, including more complex, difficult or unusual proceedings. The unit includes preparing for complex hearings, preparing audio/visual recording equipment and recording complex proceedings.

This unit applies to those working within the court system operating under procedures set by the court.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to, particularly those set by the court.

Those undertaking this unit would generally work independently with occasional supervisory responsibilities. They would perform complex tasks in a range of familiar and unfamiliar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Courts

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare for complex hearings	1.1 Examine court roster and cause list to identify jurisdiction, number of judiciary and status of case. 1.2 Locate and check existing glossaries, running sheet and previous transcripts including information specific to the case or jurisdiction. 1.3 Check resources and allow sufficient time to set up before proceedings begin. 1.4 Ensure special requirements for relief recorders and standby equipment have been implemented.
2. Prepare for audio and/or visual recording	2.1 Set up and check microphone and/or recording equipment and cabling. 2.2 Approach counsel at the bar to establish clear identification for audio purposes. 2.3 Obtain case information and scan court file for relevant information.
3. Undertake audio and/or visual recording of complex proceedings	3.1 Operate and monitor recording equipment to achieve and maintain high-quality recording. 3.2 Maintain court protocols, particularly while dealing with legal representatives and responding to queries regarding the transcript. 3.3 Clarify proceedings during adjournments. 3.4 Advise supervisor when court is completed or adjourned. 3.5 Process and secure audio materials in readiness for handover. 3.6 Transfer audio materials to court reporters.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

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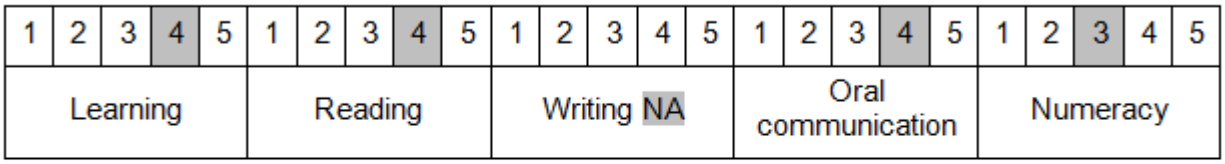
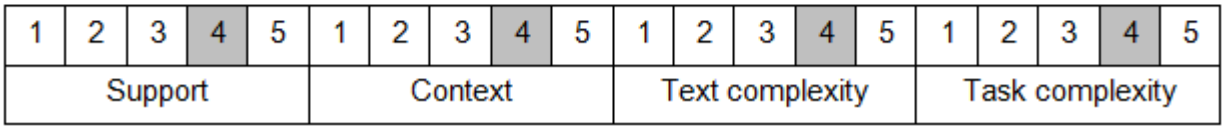
ACSF levels indicative of performance:



Performance variables:



Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to PSPCRT411B Audio record complex court proceedings.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPCRT012 Audio record complex court proceedings

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- applying legislation, regulations and policies relating to audio recordings of complex court proceedings
- producing high-quality audio/visual recording
- monitoring proceedings in two or more types of courts
- managing a large personal workload
- working effectively under pressure using time-management skills
- setting up and operating portable audio-recording equipment
- producing high-quality transcripts of audio recordings with 99% accuracy at a speed of up to 120 words per minute depending on jurisdiction
- dealing effectively with a diverse range of people
- obtaining clarification of proceedings if necessary
- responding to queries about transcript in court
- gathering and analysing information

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- legislation, regulations, policies, procedures and practice relating to audio recordings of complex court proceedings

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- procedures relating to public sector legislation, including WHS and environment, in the context of audio recording complex court proceedings
- roles and functions of courts
- courts administration structure
- principles of judicial independence
- court procedures and protocols
- legal terms and abbreviations
- general knowledge of places and terms
- English language, spelling, punctuation and grammar

Assessment Conditions

Assessment of this unit requires evidence gathered over time in a workplace environment or one that closely resembles normal work practice and replicates the diverse conditions likely to be encountered when audio recording court proceedings.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPCRT013 Record court proceedings using shorthand

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPCRT412B Record court proceedings. • Unit code updated • Content and formatting updated to comply with new standards • Unit title changed to better reflect unit outcomes • All PC transitioned from passive to active voice • PC 1.2 and 1.3, PC 3.2 and 3.3 merged • PC 2.2 removed

Application

This unit describes the skills required to report verbatim and transcribe court proceedings of a straightforward nature using high-speed shorthand or machine shorthand with speed and accuracy set at jurisdictional level. The unit includes preparing for hearings, setting up court arrangements, and producing transcripts.

This unit applies to those working within the court system operating under procedures set by the court.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to, particularly those set by the court.

Those undertaking this unit would generally work independently with occasional supervisory responsibilities. They would perform complex tasks in a range of familiar and unfamiliar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Courts

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare for hearings	1.1 Examine court roster and cause list to identify jurisdiction, number of judiciary and status of case. 1.2 Locate existing glossaries, or for new cases, create dictionaries and glossaries of names and terms from court case file and load dictionaries. 1.3 Check resources and allow sufficient time to set up before proceedings begin.
2. Set up court arrangements	2.1 Set up court arrangements by placing and testing equipment, securing cables, addressing or reporting any problems arising. 2.2 Liaise with court, judicial staff and legal profession on proceedings and references. 2.3 Collect and sort files, obtain and examine relevant case information.
3. Capture proceedings	3.1 Undertake commencement procedures. 3.2 Take shorthand or notes of proceedings manually or by machine to create accurate transcripts, obtaining clarification of proceedings from participants where necessary. 3.3 Read back transcript as requested. 3.4 Liaise with audio reporters during handovers.

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Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning NA					Reading					Writing					Oral communication					Numeracy					

Performance variables

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to PSPCRT412B Record court proceedings.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPCRT013 Record court proceedings using shorthand

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- applying legislation, regulations and policies relating to the recording of court proceedings
- gathering and analysing case information
- operating shorthand machinery
- producing high-quality transcriptions with 99% accuracy at speeds of up to 160 words per minute depending on jurisdiction
- editing and summarising transcripts
- managing a large personal workload and working effectively under pressure to meet deadlines
- reading aloud transcripts

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- legislation, regulations, policies, procedures and guidelines relating to the recording of court proceedings
- administrative requirements of court reporting
- structure, roles and functions of courts
- commonwealth, state and territory court systems
- courts administration structure
- principles of judicial independence

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- proceedings in two or more types of courts and the related legislation
- legal terminology
- computer-based registry systems
- formats that interface with litigation support products
- software programs that support electronic archiving and retrieval of transcript
- legal terms and abbreviations
- general knowledge of places and terms
- English language, spelling, punctuation and grammar
- public sector legislation, including WHS and environment, in the context of recording court procedures

Assessment Conditions

Assessment of this unit requires evidence gathered over time in a workplace environment or one that closely resembles normal work practice and replicates the diverse conditions likely to be encountered when recording court proceedings using shorthand.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPCRT014 Contribute to an integrated service delivery program

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPCRT413A Contribute to an integrated service delivery program. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to participate effectively as a member of an integrated service delivery program in which a number of organisations collaborate to deliver services. It includes identifying program roles and responsibilities, establishing positive collaborative relationships, supporting implementation of integrated service delivery programs and sharing and disclosing client information.

This unit applies to those working within the court system operating under procedures set by the court.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to, particularly those set by the court.

Those undertaking this unit would generally work independently with occasional supervisory responsibilities. They would perform complex tasks in a range of familiar and unfamiliar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Courts

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Identify program roles and responsibilities	1.1 Identify program stakeholders and partners and agreed roles and responsibilities. 1.2 Identify agreed program objectives, services, operational procedures, reporting requirements, documentation required and performance standards. 1.3 Determine own role and responsibilities from legislation, regulations, organisational procedures and/or service agreements and communicate. 1.4 Identify outcomes and objectives of program for own organisation. 1.5 Identify agreed priorities for service delivery and agreed assessment protocols for eligibility of program services.
2. Establish positive collaborative relationships	2.1 Generate stakeholder and partner trust, confidence and support by demonstrating a high standard of personal performance and professional conduct. 2.2 Use communication strategies to represent your organisation positively to stakeholders and partners. 2.3 Clarify and discuss objectives, skills and expertise of all stakeholders and/or partners to promote understanding and enhance collaboration. 2.4 Make decisions in consultation with relevant stakeholders and partners where appropriate. 2.5 Participate in processes to resolve conflict.
3. Support implementation of integrated service delivery program	3.1 Provide services according to agreed standards of delivery. 3.2 Maintain systems, records, documentation and reporting procedures as required. 3.3 Recognise limits of own expertise, obligations and legal accountability, and access appropriate sources of authority and/or expertise as required. 3.4 Identify and address issues, concerns and problems identified by program stakeholders, partners and clients.
4. Share and	4.1 Obtain consent to receive services and exchange personal

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disclose client information	information, from stakeholders, partners and clients. 4.2 Identify and apply legal limits of information sharing before providing information. 4.3 Liaise with stakeholders and partners to ensure appropriate handover of clients and/or client information when required. 4.4 Maintain individual and organisational confidentiality when distributing information internally and externally.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning					Reading					Writing					Oral communication					Numeracy					

Performance variables:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to PSPCRT413A Contribute to an integrated service delivery program.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPCRT014 Contribute to an integrated service delivery program

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- applying legislation, rules, regulations and codes of practice
- providing explanations to others
- promoting understanding of applicable legislation, regulations, organisational procedures and codes of practice
- dealing responsively with complaints, conflict and issues arising from collaboration
- contributing to problem-solving strategies
- collecting, analysing and organising information
- providing information to others in accordance with legislation, regulations, organisational procedures, standards, codes of practice and service agreements

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- organisational goals, processes and hierarchy relating to court services and integrated service delivery programs
- relevant legislation, regulations, organisational procedures and/or codes of practice in particular in the context of privacy
- relevant integrated service agreements
- limitations on resources and authority to contribute services
- principles of effective client service delivery

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Assessment Conditions

Assessment of this unit requires a workplace environment or one that closely resembles normal work practice and replicates the diverse conditions likely to be encountered when contributing to an integrated service delivery program.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPCRT015 Administer court legislation

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPCRT414A Administer court legislation. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice • PC 1.4 removed

Application

This unit describes the skills required to implement and administer legislation in a court, tribunal and justice workplace. It includes the ability to access and identify applicable legal frameworks, apply knowledge of legal framework to the workplace and to communicate knowledge of the legal framework.

This unit applies to those working within the court system operating under procedures set by the court.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to, particularly those set by the court.

Those undertaking this unit would generally work independently with occasional supervisory responsibilities. They would perform complex tasks in a range of familiar and unfamiliar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Courts

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Access and identify applicable legal framework	1.1 Identify and access applicable jurisdictional legislation, regulations, organisational procedures, standards and codes of practice in both hard copy and digital formats. 1.2 Monitor sources of information for changes to the legal framework. 1.3 Apply common rules of statutory interpretation to legislation and regulations.
2. Apply knowledge of legal framework to the workplace	2.1 Determine legal accountability obligations from legislation, regulations, organisational procedures, standards and codes of practice. 2.2 Identify consequences of non-compliance. 2.3 Recognise limits of own expertise and legal accountability obligations, and access appropriate sources of expertise as required. 2.4 Ensure that work is undertaken in a legally compliant manner.
3. Communicate knowledge of legal framework	3.1 Outline legal limits of own responsibility before providing information. 3.2 Explain source of legislative authority for decision making to both internal and external clients. 3.3 Use appropriate legal terminology in both written and oral communication with both internal and external clients. 3.4 Answer questions relating to legal terminology and define terms. 3.5 Provide information to others on the legal accountability obligations arising from legislation, regulations, organisational procedures, standards and codes of practice. 3.6 Provide information to others on the consequences of non-compliance.

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Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning					Reading					Writing					Oral communication					Numeracy					

Performance variables:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to PSPCRT414A Administer court legislation.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPCRT015 Administer court legislation

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- reading and interpreting complex documents
- promoting understanding of legislation, regulations, organisational procedures and codes of practice, in particular lodging of applications
- clarifying intended meaning of relevant legislation, rules, regulations and codes of practice and providing explanations to others

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- distinction between legal and procedural information
- jurisdictional limitations
- general rules of statutory interpretation
- identification of the currency of legislation, regulations, organisational procedures and codes of practice
- principles of effective client service delivery
- legal accountability obligations
- consequences of non-compliance with legislation, regulations, organisational procedures, standards and codes of practice
- personal limitation of legislative responsibilities and appropriate sources of expertise

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Assessment Conditions

Assessment of this unit requires a workplace environment or one that closely resembles normal work practice and replicates the diverse conditions likely to be encountered when administering legislation.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPCRT016 Administer alternative dispute-resolution proceedings

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPCRT415A Administer alternative dispute-resolution proceedings. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice • PC 1.4 and 1.5 merged • PC 3.4 removed

Application

This unit describes the skills required to administer alternative dispute-resolution (ADR) proceedings, including mandatory and voluntary proceedings within the court, or referral to other services. It includes communicating and clarifying information with consideration of client needs and diversity and ensuring compliance with ADR procedures or support ADR processing.

This unit applies to those working within the court system operating under procedures set by the court.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to, particularly those set by the court.

Those undertaking this unit would generally work independently with occasional supervisory responsibilities. They would perform complex tasks in a range of familiar and unfamiliar contexts.

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No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Courts

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Arrange compliance with mandatory ADR procedures	1.1 Explain benefits of ADR procedures and answer client's questions. 1.2 Explain procedural requirements. 1.3 Identify potential difficulties in arranging delivery of services and address or refer them for action. 1.4 Use negotiation and conflict-resolution skills to gain agreement to arrangements and complete documentation.
2. Refer parties to ADR procedures and services	2.1 Assess eligibility for access to ADR services and potential circumstances where ADR may not be appropriate and address or refer them for action. 2.2 Identify legislative and other constraints and take into account when advising on appropriate dispute-resolution process. 2.3 Analyse the issues and the parties' willingness and capability to assess the most suitable resolution process. 2.4 Explain procedural requirements and confirm understanding. 2.5 Explain impact of ADR proceedings on case management.
3. Support ADR processes	3.1 Outline and implement processes to ensure respect for client's safety and needs. 3.2 Explain client responsibility and contribution to outcomes and confirm understanding. 3.3 Assist client to prepare for problem solving and negotiation. 3.4 Explain privacy and confidentiality requirements of proceedings.

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Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	**4**	5	1	2	3	**4**	5	1	2	3	4	5	1	2	3	**4**	5	1	2	**3**	4	5
Learning					Reading					Writing NA					Oral communication					Numeracy				

Performance variables:

1	2	3	**4**	5	1	2	3	**4**	5	1	2	3	**4**	5	1	2	3	**4**	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to PSPCRT415A Administer alternative dispute-resolution proceedings.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPCRT016 Administer alternative dispute-resolution proceedings

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- promoting understanding of legislation and regulations and organisational procedures, policy and codes of practice in the context of ADR proceedings
- identifying client needs and assessing suitability for relevant services
- identifying appropriate services and resources for referral
- negotiating and resolving conflict
- using facilitation skills in relation to ADR processes

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- legislation, regulations, organisational procedures and codes of practice in the context of ADR proceedings and services
- principles of effective mediation and dispute resolution
- distinction between legal and procedural information
- principles of effective client service delivery

Assessment Conditions

Assessment of this unit requires a workplace environment or one that closely resembles normal work practice and replicates the diverse conditions likely to be encountered when administering dispute resolution proceedings.

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Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPCRT017 Provide support to self-represented litigants

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPCRT416A Provide support to self-represented litigants. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice • PC 1.2, 2.2, 3.1 removed

Application

This unit describes the skills required to support and assist self-represented litigants. It involves identifying the specific needs of the self-represented litigant and delivering appropriate support, information and referral.

This unit applies to those working within the court system operating under procedures set by the court. Support must be provided within area of responsibility and with authority and limits imposed by the court.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to, particularly those set by the court.

Those undertaking this unit would generally work independently with occasional supervisory responsibilities. They would perform complex tasks in a range of familiar and unfamiliar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Courts

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Identify client needs	1.1 Collect and access client information and identify client's needs. 1.2 Assess information for complexity, urgency, safety risks and eligibility for services. 1.3 Clarify problems raised by the client and seek assistance from appropriate persons to identify how best to meet client needs. 1.4 Share information provided by client while adhering to protocols and limitations.
2. Provide information and options	2.1 Identify and communicate to the client any limitations in addressing client needs. 2.2 Provide appropriate referrals, including making necessary and appropriate arrangements according to client needs.
3. Provide assistance	3.1 Provide assistance to access support services and alternative procedural options. 3.2 Provide assistance to complete and comply with procedural requirements, including initiating matters, orders, lodging documents and appearing in court. 3.3 Provide assistance to facilitate the case management of legal proceedings and the implementation of procedural modifications within area of responsibility and with authority and limits imposed by the court.
4. Facilitate communication	4.1 Use appropriate interpersonal skills to facilitate communication between self-represented litigants and other parties. 4.2 Resolve difficult situations using conflict-resolution techniques and make referrals.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

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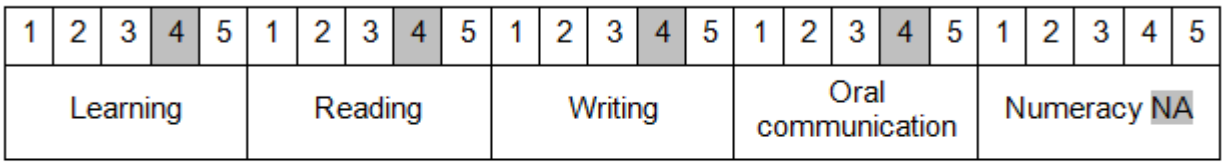
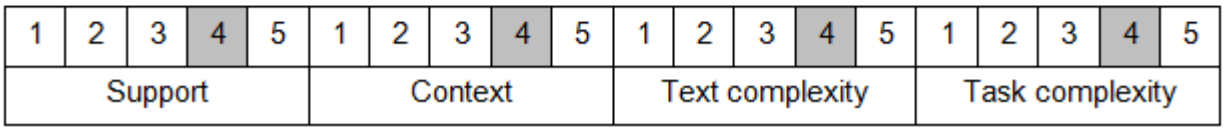
ACSF levels indicative of performance:



Performance variables:



Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to PSPCRT416A Provide support to self-represented litigants.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPCRT017 Provide support to self-represented litigants

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- promoting and applying legislation, rules, regulations and codes of practice
- providing explanations to others
- identifying client needs, providing assistance and encouraging client-initiated activity in relation to alternative dispute-resolution (ADR) processes
- providing information and options to self-represented litigant in a culturally appropriate and respectful manner

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- relevant legislation, regulations, organisational procedures and codes of practice in relation to court practices and procedures, specifically ADR processes
- profiles of the general characteristics of the relevant self-represented litigant groups
- understanding of groups represented within the community, and of the issues that might arise when working with these groups, according to demographics including at least one of:
  - culture
  - religion
  - language
  - sexual identity

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  - age
  - disability
- facilitation, negotiation and conflict resolution methods in relation to ADR processes
- range of referral sources and associated protocols
- limitations of work role, responsibility and professional abilities
- distinction between legal and procedural information

Assessment Conditions

Assessment of this unit requires a workplace environment or one that closely resembles normal work practice and replicates the diverse conditions likely to be encountered when providing support to self-represented litigants.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPCRT018 Perform court duties

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPCRT501C Perform court duties. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to perform duties in a range of courts or jurisdictions. It includes confirming the requirements of the court and completing court documentation.

This unit applies to those working within the court system operating under procedures set by the court.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to, particularly those set by the court.

Those undertaking this unit would generally work independently with occasional supervisory responsibilities. They would perform complex tasks in a range of familiar and unfamiliar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Courts

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Confirm court requirements	1.1 Identify court or jurisdiction and confirm sittings. 1.2 Identify types of proceedings and matters to be heard and confirm special requirements with presiding official. 1.3 Identify parties to be in attendance according to requirements specific to the court and the matters to be heard. 1.4 Identify court layout and equipment and technology requirements according to the requirements of the court and legal practitioners.
2. Undertake activities as part of court duties	2.1 Perform court duties, and communicate using relevant terminology. 2.2 Perform duties specific to court's jurisdiction. 2.3 Distribute diaries to other centres.
3. Complete court documentation	3.1 Complete records prior to court commencement and/or at conclusion. 3.2 Identify and complete documentary requirements of court outcomes.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning NA					Reading					Writing					Oral communication					Numeracy					

Performance variables:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

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Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to PSPCRT501C Perform court duties.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPCRT018 Perform court duties

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- applying legislative requirements relating to performing court duties
- following procedures relating to public sector legislation, including WHS procedures relating to working in a court environment
- eliciting information from persons attending court
- announcing persons in court
- completing court forms, statistical returns and documentation
- operating court technology

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context.

- legislation, regulations, policies, procedures and guidelines relating to court duties
- court hierarchy and jurisdictions
- relevant court proceedings and terminology
- court layout, procedures and protocols
- requirements of and offences under enabling legislation
- public sector legislation, including WHS and environment, in the context of court duties

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Assessment Conditions

Assessment of this unit requires a workplace environment or one that closely resembles normal work practice and replicates the diverse conditions likely to be encountered when performing court duties.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPCRT019 Manage jurors

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPCRT502C Manage jurors. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice • PC 1.3 and 1.4 merged • PC 2.4 and 3.5 removed

Application

This unit describes the skills required to manage jurors before, during and after they are selected for jury duty to ensure the integrity of the jury process. It includes supporting the jury selection process, ensuring the welfare and security of jurors during trials, and completing post-trial duties.

This unit applies to those working within the court system operating procedures set by the court.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to, particularly those set by the court.

Those undertaking this unit would generally work independently with occasional supervisory responsibilities. They would perform complex tasks in a range of familiar and unfamiliar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Courts

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Support the jury selection process	1.1 Direct jurors to the assembly point for preliminary procedures, including jury panel information. 1.2 Escort jurors into court and direct to the jury box. 1.3 Orientate jurors to the jury room, following selection procedures, brief on general protocols and complete relevant documentation. 1.4 Direct non-empanelled jurors from the courtroom and confirm ongoing commitment to attend court.
2. Ensure the welfare and security of jurors during trials	2.1 Interact with jurors with courtesy and impartiality and respond to their needs. 2.2 Implement jury security procedures in the court and court precincts, during jury deliberations and as jurors leave the courthouse for meals. 2.3 Facilitate the jury to express views and address jury questions. 2.4 Follow procedures for jury deliberations in accordance with legislative requirements and the number of officers on duty.
3. Complete duties during deliberations and after discharge of jury	3.1 Record and administer items used and produced by jurors during deliberations. 3.2 Brief jurors on support and counselling available as required. 3.3 Escort jurors from the court precinct. 3.4 Restore jury room after use and finalise documentation relating to the jury.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

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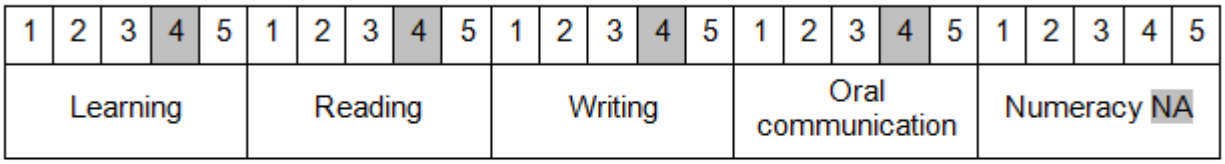
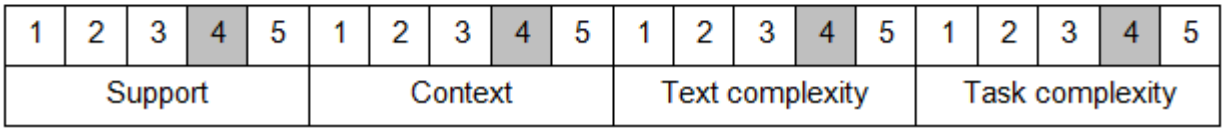
ACSF levels indicative of performance:



Performance variables:



Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to PSPCRT502C Manage jurors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPCRT019 Manage jurors

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- applying legislation, rules, practice and procedures relating to managing jurors
- following procedures relating to public sector legislation
- announcing persons in court
- confirming jurors' personal details
- responding to diversity
- completing court forms and documentation

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- jury selection process
- role and function of juries
- legislative requirements, general procedures and protocols relating to jurors
- standard operating procedures relating to jury management
- court procedures relating to juries
- documentary and administrative requirements relating to juries

Assessment Conditions

Assessment of this unit requires a workplace environment or one that closely resembles normal work practice and replicates the diverse conditions likely to be encountered when managing jurors.

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Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPCRT020 Execute process

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPCRT503C Execute process. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice • PC 3.2 and 3.4 merged

Application

This unit describes the skills required to execute or attempt to execute warrants, orders or writs as directed by the court, for civil and criminal processing. It includes completing preliminary requirements and using notes to give evidence.

This unit applies to those working within the court system operating under procedures set by the court.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to, particularly those set by the court.

Those undertaking this unit would generally work independently with occasional supervisory responsibilities. They would perform complex tasks in a range of familiar and unfamiliar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Courts

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Complete preliminary requirements prior to execution of process	1.1 Endorse warrants with time and date, determine priorities for execution where multiple warrants are issued against the same judgement debtor and/or defendant. 1.2 Enter details of process to be executed into data system. 1.3 Check warrants prior to execution to confirm requirements, details of judgement debtor and/or defendant, accompanying documents and time and/or date of issue. 1.4 Determine potential risk in advance and any assistance required to execute process. 1.5 Deal with stays of action.
2. Execute or attempt to execute process	2.1 Locate judgement debtor and/or defendant in order to make a demand for payment. 2.2 Attend location as instructed by the court, and confirm identity of the judgement debtor and/or defendant. 2.3 Structure and deliver statements. 2.4 Seize property belonging to the judgement debtor and/or defendant if unable to satisfy the debt. 2.5 Maintain safety of self and others and arrange for assistance if required. 2.6 Record claims of ownership of seized property by persons other than the judgement debtor and/or defendant, and advise them of the process to progress their claim. 2.7 Assess value and types of seized property. 2.8 Arrange for custodianship or removal, storage, maintenance, or sale of seized property.
3. Use notes to give evidence	3.1 Complete documentation if process cannot be executed, and determine follow-up action. 3.2 Complete and sign inventories and documentation relating to seizures. 3.3 Deal with monies seized or received in satisfaction of a writ, update data system and complete organisational records.

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Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning					Reading					Writing					Oral communication					Numeracy					

Performance variables:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to PSPCRT503C Execute process.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPCRT020 Execute process

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- applying legislation, rules, practice and procedures relating to executing process
- assessing risk to persons occupying property
- following procedures relating to public sector legislation, including WHS procedures relating to maintaining operational safety while executing process
- dealing with judgement debtors, defendants and creditors
- making effective demand for payment
- responding to diversity
- interpreting warrants
- maintaining accurate records
- estimating value of goods to be seized
- operating related technology
- responding to contingencies using problem-solving skills

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- legislation and regulations relating to execution of process
- organisational policy and procedures relating to execution of process
- operational safety procedures

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Assessment Conditions

Assessment of this unit requires a workplace environment or one that closely resembles normal work practice and replicates the diverse conditions likely to be encountered when executing process.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPCRT021 Carry out possessions and evictions

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPCRT504C Carry out possessions and evictions. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice • 1 new PC in Element 1 • PC 2.4 and 2.5 removed

Application

This unit describes the skills required to carry out possessions and evictions under writs and warrants. It includes completing preliminary requirements prior to operation, using relevant protocols to carry out possessions and evictions and completing administrative requirements.

This unit applies to those working within the court system operating under procedures set by the court.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to, particularly those set by the court.

Those undertaking this unit would generally work independently with occasional supervisory responsibilities. They would perform complex tasks in a broad range of often unpredictable contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Courts

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Complete preliminary requirements prior to carrying out possessions and evictions	1.1 Check writs or warrants prior to execution to confirm validity, expiry date and detailed requirements. 1.2 Prepare and deliver notices to vacate to the occupant. 1.3 Confirm possession and/or eviction dates and times with the occupant and other personnel to be present and outline their responsibilities. 1.4 Conduct risk assessments to identify potential safety issues, and arrange assistance according to the level of identified risk. 1.5 Make arrangements for payment of possession and/or eviction fees. 1.6 Reschedule the possession and/or eviction if the plaintiffs or their representatives are unable to attend.
2. Use relevant protocols to conduct possessions and evictions	2.1 Attend location and request all persons on the premises without rights to leave. 2.2 Remove occupants with force and with assistance where required, if request to leave is refused, and deal with contingencies. 2.3 Give possession to plaintiffs or their representatives in accordance with conditions of writ or warrant, once all persons, goods and chattels are outside the property line.
3. Complete administrative requirements	3.1 Obtain signatures of plaintiffs or their representatives on a receipt of possession, and retain with the writ or warrant. 3.2 Provide receipt of payment of possession or eviction fees. 3.3 Complete organisational records and reporting requirements.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

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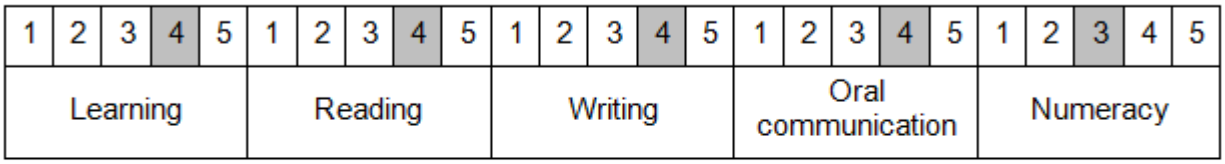
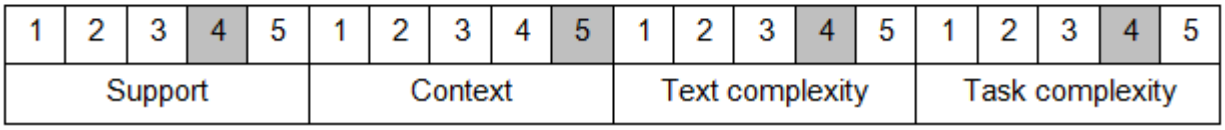
ACSF levels indicative of performance:



Performance variables:



Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to PSPCRT504C Carry out possessions and evictions.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPCRT021 Carry out possessions and evictions

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- applying legislation, rules, practice and procedures relating to carrying out possessions and evictions
- assessing risk to persons occupying property
- following procedures in relation to public sector legislation, including WHS procedures relating to maintaining operational safety while conducting possessions and evictions
- coordinating possession or eviction
- dealing with difficult situations
- responding to diversity
- interpreting writs and warrants
- completing and maintaining accurate records
- processing fee payments

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- legislation relating to possessions, evictions and execution of process
- organisational policy and procedures relating to possessions and evictions
- operational safety procedures

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Assessment Conditions

Assessment of this unit requires a workplace environment or one that closely resembles normal work practice and replicates the diverse conditions likely to be encountered when carrying out possessions and evictions.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPCRT022 Undertake senior court listing activities

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPCRT505B Undertake senior court listing activities. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice • PC 2.3 removed

Application

This unit describes the skills required to undertake senior listing activities in a range of criminal, trial, civil and duty matters for courts that may be federal, family, supreme, district, or magistrates. It includes managing listing functions and managing the listing system.

This unit applies to those working within the court system operating under procedures set by the court.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to, particularly those set by the court.

Those undertaking this unit would generally work independently with supervisory responsibilities. They would perform complex tasks in a range of familiar and unfamiliar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Courts

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Manage listing functions	1.1 Monitor listing functions in relevant jurisdictions to ensure effective case management and disposition of cases. 1.2 Produce, maintain and analyse quantitative and qualitative data to evaluate effectiveness of case management and disposition processes. 1.3 Provide information to the legal profession, government agencies and the public regarding complex listing issues and procedures and legislative requirements. 1.4 Monitor allocation of a listing date to ensure efficient listing and avoid over-listing. 1.5 Liaise with the presiding official when allocating cases. 1.6 Respond to complaints from presiding officials relating to listings.
2. Manage listing system	2.1 Monitor maintenance of listing system according to presiding official's availability and rosters and legislative requirements. 2.2 Determine and monitor minimum and maximum numbers of hearings for the list. 2.3 Monitor the distribution of lists.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

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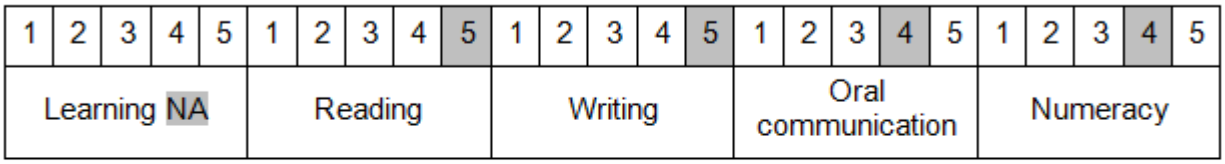
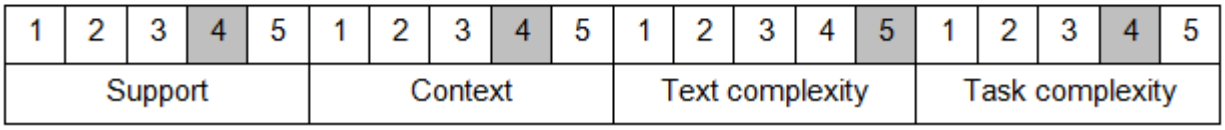
ACSF levels indicative of performance:



Performance variables:



Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to PSPCRT505B Undertake senior court listing activities.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPCRT022 Undertake senior court listing activities

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- applying legislative requirements to senior court listing activities
- following procedures relating to public sector legislation, including WHS and environment, in the context of senior listing activities
- gathering and analysing statistical information
- interpreting results of analysis and producing reports
- determining minimum and maximum numbers for lists
- dealing with a diverse range of stakeholders including the judiciary, judicial support officers, associates, court reporters, interpreters and sheriff's officers
- operating court-specific technology

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- legislation and regulations relating to senior court listing activities
- organisational policies and procedures relating to senior court listing activities
- court systems
- philosophies relating to the provision of court services and the administration of justice
- Rules of Court
- courts administration structure
- judicial independence

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- case flow management
- equity and diversity principles

Assessment Conditions

Assessment of this unit requires a workplace environment or one that closely resembles normal work practice and replicates the diverse conditions likely to be encountered when undertaking senior court listing activities.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPCRT023 Perform quasi-judicial functions

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPCRT506B Perform quasi-judicial functions. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice • PC 2.4 and 2.5, PC 3.3 and 3.4 merged

Application

This unit describes the skills required to perform quasi-judicial functions as prescribed by legislation and Rules of Court. It includes advising on rules and legislation, settling court orders and presiding in prescribed matters under specified court rules and practice.

This unit applies to those working as court officials within the court system operating under procedures set by the court.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to, particularly those set by the court.

Those undertaking this unit would generally work independently with supervisory responsibilities. They would perform complex tasks in a range of familiar and unfamiliar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Courts

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Provide information and options on rules and legislation	1.1 Provide interpretation of rules and legislation in the context of specific and general practice and procedure. 1.2 Assess severity of urgent matters and determine course of procedure. 1.3 Determine intent of legislation and provide advice.
2. Settle orders	2.1 Interpret and amend draft orders according to record of outcome. 2.2 Liaise with legal representatives, judicial officers and associates regarding discrepancies in interpretation of the orders made. 2.3 Prepare final orders made at hearings. 2.4 Sign and seal completed orders and settle cases.
3. Preside in prescribed matters	3.1 Assess case flow requirements in accordance with legislation, rules, court load, natural justice and defined criteria to ensure that matters proceed in line with timeframes and guidelines of case-flow management. 3.2 Facilitate discussion to explain the reason for a hearing and to achieve settlement of the matter between the parties. 3.3 Confirm issues and discuss options providing direction and guidance to the parties. 3.4 Make decisions or orders to settle the matter and ensure a fair and equitable outcome in accordance with the principles of natural justice. 3.5 Expedite listing and hearing for matters proceeding to further hearing.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

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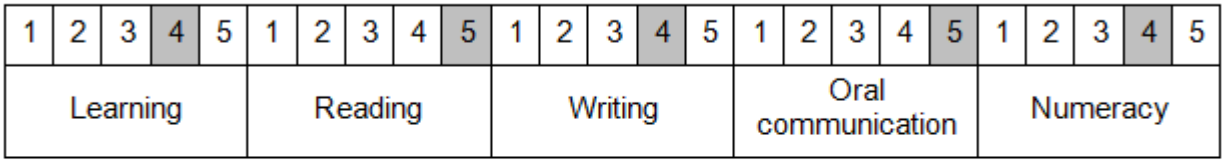
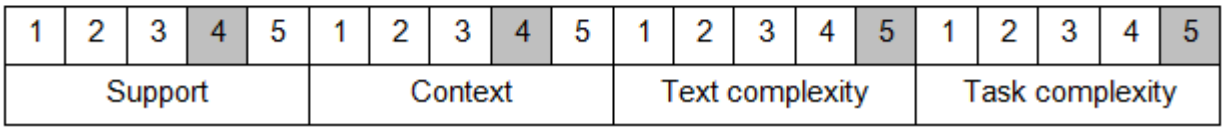
ACSF levels indicative of performance:



Performance variables:



Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to PSPCRT506B Perform quasi-judicial functions.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPCRT023 Perform quasi-judicial functions

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- interpreting and applying legislation, rules, practice and procedures in the performance of quasi-judicial functions
- following procedures relating to public sector legislation, including WHS and environment, in the context of performing quasi-judicial functions
- facilitating informal discussion between legal representatives and parties while maintaining impartiality
- dealing with conflict to ensure efficient case flow
- dealing with different people, including the judiciary, legal profession and litigants
- responding to diversity
- evaluating circumstances and making decisions with integrity and fairness

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- alternative dispute resolution provisions and processes of courts
- courts administration structure
- legislation conferring jurisdiction on court
- legislation, rules, practice, procedures and precedents relating to the performance of quasi-judicial functions
- judicial independence

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- natural justice
- structure, roles and functions of courts

Assessment Conditions

Assessment of this unit requires a workplace environment or one that closely resembles normal work practice and replicates the diverse conditions likely to be encountered when performing quasi-judicial functions.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPCRT024 Record complex court proceedings

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPCRT507B Record complex court proceedings. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice • PC 1.2 and 1.3 merged • PC 2.5 and 3.6 removed

Application

This unit describes the skills required to produce verbatim reporting and transcription of complex court proceedings using high-speed shorthand or machine shorthand at speeds required by the jurisdiction. This unit includes preparing for complex hearings, setting up court arrangements and capturing complex proceedings.

This unit applies to those working within the court system operating under procedures set by the court.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to, particularly those set by the court.

Those undertaking this unit would generally work independently with occasional supervisory responsibilities. They would perform complex tasks in a range of familiar and unfamiliar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Courts

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare for complex hearings	1.1 Examine court roster and cause list to identify jurisdiction, number of judiciary and status of case. 1.2 Locate existing glossaries, create dictionaries and glossaries of names and terms from court case file for new cases, load dictionaries. 1.3 Check resources and allow sufficient time to set up before proceedings begin.
2. Set up court arrangements	2.1 Set up court arrangements by placing and testing equipment, securing cables, remedying or reporting any problems arising. 2.2 Liaise with court, judicial staff and legal profession on proceedings and references. 2.3 Collect and sort files, obtain and examine relevant case information. 2.4 Include any special requirements for recording proceedings in a team, as opposed to individually.
3. Capture complex proceedings	3.1 Undertake commencement procedures. 3.2 Take shorthand or notes of proceedings manually or by machine according to individual or team delegated responsibilities. 3.3 Create accurate transcripts obtaining clarification of proceedings from participants where necessary. 3.4 Read back transcript as requested. 3.5 Follow procedures when working with or receiving materials from audio reporters.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

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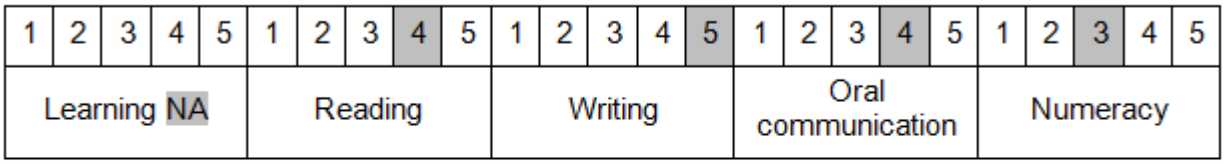
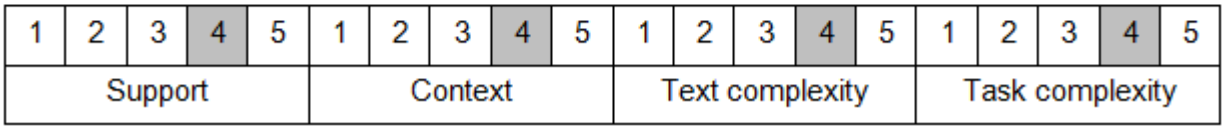
ACSF levels indicative of performance:



Performance variables:



Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to PSPCRT507B Record complex court proceedings.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPCRT024 Record complex court proceedings

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- editing and summarising transcriptions
- managing a large personal workload
- meeting deadlines
- working effectively under pressure
- representing forms and outlines in shorthand
- producing high-quality transcriptions with 99% accuracy at speeds of up to 200 wpm depending on jurisdiction
- applying legislation, regulations, policies and procedures relating to the recording of complex court proceedings
- liaising effectively with a diverse range of people
- reading back transcripts
- operating a shorthand machine

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- administrative requirements of court reporting
- legal terminology
- legislation, regulations, policies, procedures and guidelines relating to the recording of complex court proceedings

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- principles of judicial independence
- proceedings in a full range of courts
- related legislation, including Acts
- federal, state and territory court systems
- formats that interface with litigation support products
- software programs that support electronic archiving and retrieval of transcript
- English language, spelling, punctuation and grammar

Assessment Conditions

Assessment of this unit requires a workplace environment or one that closely resembles normal work practice and replicates the diverse conditions likely to be encountered when recording complex court proceedings.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPCRT025 Manage court practice and process

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPCRT601B Manage court practice and process. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to implement legislative change as it applies to courts, in conjunction with judicial officers. It includes providing advice, modifying systems and procedures, fostering commitment to changed systems and procedures.

This unit applies to those working within the court system operating under procedures set by the court.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to, particularly those set by the court.

Those undertaking this unit would generally work independently with occasional supervisory responsibilities. They would perform complex tasks in a range of familiar and unfamiliar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Courts

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Provide information and options on rules and legislation	1.1 Establish consultative links with other agencies, organisations and the public having regular dealings with the court. 1.2 Provide consulting and advisory services on issues relating to the operation of the court. 1.3 Interpret, explain and apply legislation in the context of specific as well as general practice and procedures. 1.4 Interpret and assess the impact of legislative change for its effect on practice and procedures, and advise on its application. 1.5 Provide input to the development of organisational policy and procedures to implement changes in legislation.
2. Modify systems and procedures	2.1 Evaluate policies, procedures and practices, identify and analyse problems. 2.2 Review systems and methods of work and manage staffing levels to achieve agreed objectives. 2.3 Undertake consultation with a range of stakeholders to improve practice and procedures. 2.4 Identify, assess and develop alternative approaches, strategies and solutions. 2.5 Design new or improved systems and procedures to comply with legislation, determine rules and resource implications of changes.
3. Foster commitment to changed systems and procedures	3.1 Foster a positive attitude to changed systems and procedures using a range of strategies. 3.2 Provide information and strategies to staff on the requirements for effective change management and any transition arrangements. 3.3 Obtain and apply resources required to implement procedures within court administration. 3.4 Use leadership strategies to assist others to deal with ambiguity and adapt to change.

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Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	**4**	5	1	2	3	4	**5**	1	2	3	4	**5**	1	2	3	4	**5**	1	2	3	**4**	5
Learning					Reading					Writing					Oral communication					Numeracy					

Performance variables:

1	2	3	**4**	5	1	2	3	**4**	5	1	2	3	4	**5**	1	2	3	4	**5**
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to PSPCRT601B Manage court practice and process.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPCRT025 Manage court practice and process

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- applying change management to implement new or improved practice and processes
- assessing alternative approaches
- following procedures relating to public sector legislation, including WHS and environment, in the context of court practice and process
- performing statistical analyses
- evaluating policies and procedures using research and analysis
- consulting with a diverse range of people, particularly the judiciary, legal profession and litigants

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- courts administration structure
- legislation conferring jurisdiction on the courts
- practice, processes and systems used in courts
- principles of analysis
- principles of change management
- principles of judicial independence
- structure, roles and functions of courts

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Assessment Conditions

Assessment of this unit requires a workplace environment or one that closely resembles normal work practice and replicates the diverse conditions likely to be encountered when managing practice and process.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPETH001 Uphold the values and principles of public service

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPETHC301B Uphold the values and principles of public service. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to demonstrate ethical conduct required of those in public service. It includes applying ethical standards and dealing with ethical problems.

This unit applies to those working in public sector roles but may be applied to anyone working in a similar organisational context.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit will generally work independently and as part of a team. They would perform routine tasks in a range of familiar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Ethics

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Apply ethical standards	1.1 Review interpretation of ethical values and principles with senior staff to ensure accuracy. 1.2 Apply ethical standards when preparing verbal and written advice and reports. 1.3 Use public resources ethically, ensuring conflicts of interest are declared, addressed and documented. 1.4 Apply ethical standards in all relationships with the public, suppliers and business contacts.
2. Deal with ethical problems	2.1 Resolve ethical problems or refer as required. 2.2 Document all decision-making processes used and record outcomes. 2.3 Implement preventative strategies. 2.4 Report unethical conduct.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance :

1	2	3	**4**	5	1	2	3	**4**	5	1	2	3	**4**	5	1	2	3	**4**	5	1	2	3	4	5
Learning					Reading					Writing					Oral communication					Numeracy NA					

Performance variables:

1	2	**3**	4	5	1	2	3	**4**	5	1	2	3	**4**	5	1	2	3	**4**	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

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Unit Mapping Information

This unit supersedes and is equivalent to PSPETHC301B Uphold the values and principles of public service.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPETH001 Uphold the values and principles of public service

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. The candidate must demonstrate evidence of performance of the following on at least one occasion:

- applying objective and impartial evaluation of conflicting requirements
- preparing written advice and reports requiring accuracy of expression
- accessing legislation and codes of ethics electronically or in hard copy
- tailoring communication to suit different audiences

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- fundamental ethical principles, including at least one of:
  - justice
  - respect for persons
  - procedural fairness
  - confidentiality
  - responsible care
- values of public sector office
- natural justice/procedural fairness
- ethical decision making/problem solving models, organisational codes and procedures and how to access these
- procedures for declaring conflicts of interest
- protocols for reporting fraud, corruption and maladministration

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Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPETH002 Uphold and support the values and principles of public service

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPETHC401A Uphold and support the values and principles of public service. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to contribute to an ethical workplace and participate in ethical decision making.

This unit applies to those working in public sector roles but may be applied to anyone working in a similar organisational context.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would generally work independently and as part of a team, where they may have some supervisory responsibilities. They would perform complex tasks in a range of familiar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Ethics

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Contribute to an ethical workplace	1.1 Access, interpret and apply information on ethical values. 1.2 Discuss and confirm application of ethical values and principle with senior management and colleagues to ensure common understanding and application. 1.3 Assist others to access and use public sector ethics legislation and guidelines to ensure compliance with requirements. 1.4 Explain the differences between ethics and personal beliefs to others to encourage understanding and compliance with the principles of procedural fairness. 1.5 Identify and discuss with work colleagues hypothetical work practices that would constitute unethical conduct including strategies to avoid or deal with them.
2. Participate in ethical decision-making	2.1 Identify real and potential ethical problems, and the decision-making processes used to resolve or refer them. 2.2 Monitor and access information to ensure currency in ethical knowledge. 2.3 Develop judgment through involvement in workplace discussions or ongoing professional development related to ethical standards and practices. 2.4 Support staff to contribute to ethical discussions and problem-solving. 2.5 Use processes for preventing and reporting unethical conduct and assist others in their application.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

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ACSF levels indicative of performance :

1	2	3	**4**	5	1	2	3	**4**	5	1	2	3	**4**	5	1	2	3	**4**	5	1	2	3	4	5
Learning					Reading					Writing					Oral communication					Numeracy NA					

Performance variables:

1	2	**3**	4	5	1	2	3	**4**	5	1	2	3	**4**	5	1	2	3	**4**	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to PSPETHC401A Uphold and support the values and principles of public service.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPETH002 Uphold and support the values and principles of public service

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. The candidate must demonstrate evidence of performance of the following on at least one occasion:

- accessing legislation and codes of ethics electronically or in hard copy
- applying objective and impartial evaluation of ethical problems
- preparing written reports that contain information that is impartial, substantiated, accurate and complete
- adjusting communication methods to suit different audiences

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- the nature of public sector ethics and ethical values as opposed to personal beliefs/value systems
- fundamental ethical principles including at least one of:
  - natural justice
  - procedural fairness
  - respect for persons
  - responsible care
- equal employment opportunity, equity and diversity principles
- procedures and protocols for reporting unethical conduct

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Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPETH003 Promote the values and ethos of public service

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPETHC501B Promote the values and ethos of public service. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to promote ethical standards to assist staff in avoiding conflicts of interest and to model and foster integrity.

This unit applies to those working in public sector roles but may be applied to anyone working in a similar organisational context.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently, as part of a team and with supervisory responsibilities. They would perform complex tasks in a range of familiar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Ethics

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Promote ethical standards	1.1 Discuss interpretation of ethical standards with senior staff to ensure common understanding of requirements. 1.2 Explain to others the ethical obligations of public service and the consequences of unethical conduct. 1.3 Assess conduct of self and others against ethics standards, legislation and guidelines, and provide feedback. 1.4 Use the resolution and/or referral of ethical problems identified in dealings with staff and public as learning opportunities.
2. Assist staff to avoid conflicts of interest	2.1 Explain conflict of interest requirements to staff using situations they are likely to experience. 2.2 Discuss with staff matters involving competing interests or conflicting views and resolve or refer as required.
3. Model and foster integrity or conduct	3.1 Give ethical, lawful and reasonable directions to staff, using personal work practices, to provide a consistent example of desired ethical conduct, and develop team values through collaboration and leadership. 3.2 Provide protection from reprisals for refusing others' directions to act unethically. 3.3 Model and explain to others the principles of procedural fairness. 3.4 Explain, promote and use decision making which upholds ethical standards. 3.5 Assess the risk of unethical conduct and recommend changes to policies or practices to improve outcomes. 3.6 Encourage the reporting of suspected unethical conduct.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit. ACSF mapping was not completed due to VET reform timelines, it has been noted for continuous improvement.

Unit Mapping Information

This unit supersedes and is equivalent to PSPETHC501B Promote the values and ethos of public service.

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPETH003 Promote the values and ethos of public service

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- applying ethical decision making/problem solving
- using a variety of words and language structures to explain complex ideas to different audiences
- interpreting and explaining complex, formal documents and assisting others to apply them in the workplace
- using strategies to clarify understanding
- preparing written advice and reports requiring accuracy of expression
- accessing legislation and codes of ethics electronically or in hard copy
- assisting others to apply occupational health and safety and environmental procedures relating to ethical work practices

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- organisational code of ethics/conduct
- legislation related to privacy, freedom of information, human rights, whistleblower protection and procedural fairness
- procedures for declaring conflicts of interest
- procedures or protocols for reporting unethical conduct
- work health and safety procedures relating to ethical work practices

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Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPETH004 Maintain and enhance confidence in public service

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPETHC601B Maintain and enhance confidence in public service. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to promote the highest standards of ethical conduct in the workplace. It includes providing ethical leadership, balancing competing public interests, and establishing processes and practices that encourage integrity.

This unit applies to those working in public sector roles but may be applied to anyone working in a similar organisational context.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work autonomously, as part of a team and with management responsibilities. They would perform sophisticated tasks in a range of familiar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Ethics

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Provide ethical leadership	1.1 Model and reinforce ethical conduct in others. 1.2 Encourage professionalism. 1.3 Encourage staff to raise ethical dilemmas, provide frameworks for ethical decision-making and policy setting and coach staff in their application. 1.4 Provide staff with opportunities to develop skills in identifying and resolving situations requiring ethical judgment. 1.5 Clarify the ethical aspects of decisions and provide and document advice and guidance on more complex ethical problems. 1.6 Encourage the reporting of suspected unethical conduct, and address as needed. 1.7 Monitor and evaluate policies, for consistency with public sector standards, and recommend changes, where necessary.
2. Balance competing public interests	2.1 Consider all relevant facts and ensure weightings given to competing interests are unbiased, transparent and defensible. 2.2 Use decision-making processes and document reasoning/grounds for decisions. 2.3 Provide advice to government regarding policy decisions relating to the public interest. 2.4 Take immediate action where staff indicate conflicts of interest, to resolve the situation.
3. **Establish and monitor processes and practices that encourage integrity**	3.1 Develop and review organisational processes and practices to ensure they meet the requirements of procedural fairness and accountability. 3.2 Develop processes containing mechanisms to ensure that public resources are used in accordance with public sector ethics standards, legislation, policy and guidelines. 3.3 Develop processes that include risk management strategies which meet client, staff and organisational needs for transparency and accountability. 3.4 Monitor processes and practices to ensure they encourage and support those reporting unethical conduct and protect them from

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	reprisals. 3.5 Take action to ensure that the ethical standard of conduct of contractors is consistent with the requirements of the contracting organisation.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit. ACSF mapping was not completed due to VET reform timelines, it has been noted for continuous improvement.

Unit Mapping Information

This unit supersedes and is equivalent to PSPETHC601B Maintain and enhance confidence in public service.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPETH004 Maintain and enhance confidence in public service

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- using frameworks for ethical decision-making
- analysing policies and organisational procedures for consistency with public sector standards
- using a variety of language structures to explain complex ideas to different audiences
- interpreting and explaining complex formal documents and assisting others to apply them in the workplace
- preparing written advice and reports requiring precise expression
- interpreting legislation and codes of ethics

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- public sector ethics
- organisational code of ethics/conduct
- legislation related to privacy, freedom of information, human rights, whistleblower protection
- procedural fairness
- equal employment opportunity, equity and diversity principles
- procedures for declaring conflicts of interest
- procedures or protocols for reporting unethical conduct

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- WHS

Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPETH005 Lead and influence ethical practice in the public sector

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPETHC701A Lead and influence ethical practice in the public sector. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to provide ethical leadership and take responsibility for influencing ethical practice in the public sector. It includes embodying and modelling public service values and embedding ethical practice into the organisational culture.

This unit applies to those working in public sector roles but may be applied to anyone working in a similar organisational context.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work autonomously, with management responsibilities. They would perform sophisticated tasks in a broad range of contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Ethics

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Model public service values	1.1 Develop and maintain a high level of expertise in ethics and standards. 1.2 Interpret complex ethical matters and provide advice to resolve them. 1.3 Encourage the reporting of suspected unethical conduct, and address as needed.
2. Embed ethical practice	2.1 Identify strengths, weaknesses and threats to ethical conduct in the organisation through analysis of state, national and international trends, and develop strategies to act on them. 2.2 Analyse management and accountability structures against public sector standards, and implement continuous improvement strategies. 2.3 Take opportunities to influence the development or review of policy and processes to include and address ethical considerations. 2.4 Develop and promote frameworks for ethical decision-making and policy setting. 2.5 Design policies and procedures to allow individuals to report and to address breaches of ethical conduct.
3. Promote ethical leadership and decision making	3.1 Foster dialogue on organisational values and ethics with and between staff. 3.2 Provide leadership to empower individuals and the organisation to address ethical issues. 3.3 Identify organisational patterns, trends and issues that require ethical consideration by managers and staff and refer for action.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

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Unit Mapping Information

This unit supersedes and is equivalent to PSPETHC701A Lead and influence ethical practice in the public sector.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPETH005 Lead and influence ethical practice in the public sector

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- developing frameworks for ethical decision-making
- analysing policies/organisational procedures for consistency with public sector standards
- using a variety of language structures to explain complex ideas to different audiences
- interpreting and explaining complex, formal documents and influencing others to apply them in the workplace
- fostering dialogue on organisational values and ethics with and between staff
- undertaking strategic analysis leading to risk identification, mitigation and planning related to unethical practice
- accessing legislation and codes of ethics

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- state, national and international trends in the development of ethical organisations
- frameworks for ethical decision-making/problem-solving and policy setting
- public sector ethics, values and standards
- the role of organisational codes of ethics/conduct
- legislation related to privacy, freedom of information, human rights, whistleblower protection

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- procedural fairness
- procedures or protocols for dealing with unethical conduct
- equal employment opportunity, equity and diversity principles
- work health and safety (WHS)

Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPFRU001 Monitor data for indicators of fraud

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPFRAU401B Monitor data for indicators of fraud. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to collect data from a wide variety of sources and its input into appropriate data management systems for interrogation in order to identify indicators of fraud and corruption.

This unit applies to those working in a dedicated investigatory role, or one in which workplace activities require ethical actions, complying with legislation and/or exercising regulatory powers.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently, performing complex tasks in a range of contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Fraud control

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Collate data	1.1 Identify relevant data sources and collect compatible, useful, relevant, reliable, valid data. 1.2 Organise data in prescribed form in accordance with identified needs and uses. 1.3 Check data for accuracy, suitability and compliance with legal and privacy responsibilities and security. 1.4 Determine need to liaise with specialists. 1.5 Monitor ways to improve fraud and corruption control data content, interfaces and usefulness, and make recommendations to supervisors and other stakeholders.
2. Interrogate data	2.1 Perform quantitative and/or qualitative analyses to obtain required outcomes. 2.2 Select analysis and description tools and techniques to suit the nature of the information and the required outcome. 2.3 Determine priority of data for interrogation in consultation with others as necessary, and organise work accordingly. 2.4 Analyse material in ways that reflect an understanding of the nature of the program or the data source activity, the information structure in the system and likely indications of fraud and corruption. 2.5 Make preliminary recommendations in required detail, format and timeframe.
3. Monitor for indicators of fraud and corruption	3.1 Identify possible or actual fraud and corruption, alert staff and initiate action systems. 3.2 Refer information to appropriate personnel where indicators arise for which there are no precedents. 3.3 Report trends indicating activities outside control limits for further analysis and investigation. 3.4 Ensure internal consistency and compliance with established structure, rules and authorities for accessing information. 3.5 Report variations from standards and guidelines.

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Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPFRAU401B Monitor data for indicators of fraud.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPFRU001 Monitor data for indicators of fraud

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- interrogating data to detect patterns indicating fraud and corruption
- applying effective management of data, abiding by all agency guidelines, formats and systems
- using data matching to identify factors required for an investigation
- collating and organising data to assist in an investigation
- using communication styles to suit different audiences and purposes
- collecting compatible, useful, relevant, reliable, valid data

Knowledge Evidence

Look for evidence that confirms knowledge and understanding of:

- public sector legislation including work health and safety and environment and procedures relating to public interest disclosures, protected disclosures or whistleblowing
- privacy, confidentiality or other specific legislation and guidelines relating to fraud and corruption control
- freedom of information legislation
- guidelines issued by standards-setting organisations
- the organisation’s programs and client base
- legislation and corresponding links with the organisation’s programs

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Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPFRU002 Conduct fraud control awareness sessions

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPFRAU407B Conduct fraud control awareness sessions. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to present information and/or awareness sessions focused on fraud and corruption control activities. It includes preparing for and delivering fraud and corruption control awareness presentations and reviewing the outcomes.

This unit applies to those whose responsibilities include raising workplace awareness of actual and potential fraud, corruption, deliberate non-compliance and unethical actions.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently, performing complex tasks in familiar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Fraud control

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare for fraud and corruption control awareness presentation	1.1 Develop objectives for the presentation reflecting the identified needs of the participants and state these in terms of achievable outcomes. 1.2 Select presentation methods to suit identified outcomes, participants' needs and availability of equipment and resources. 1.3 Allow participants to contribute to the session based on their experience. 1.4 Validate content of materials to be used, by experience where possible. 1.5 Include examples of incidents and results of non-compliance in presentation materials. 1.6 Include examples of successful cooperative arrangements in presentation materials. 1.7 Structure presentation methods and information to suit the specified objectives of the session, needs of the participants and the size and location of the group.
2. Deliver session on fraud and corruption awareness	2.1 Structure session to facilitate opportunities for discussion of broad conceptual, ethical and legal issues. 2.2 Explain objectives of the session, structure of the activities and other details to suit participants' level of understanding and experience, and seek feedback. 2.3 Adapt materials and presentation techniques to the particular audience. 2.4 Establish a positive response in the organisation and its clients regarding fraud and corruption control through presentation. 2.5 Use case studies for illustrative purposes. 2.6 Highlight models of excellence of fraud and corruption control in the public and private sectors.
3. Review fraud and corruption control awareness session outcomes	3.1 Encourage participants to provide feedback on all aspects of the awareness sessions. 3.2 Review suitability of approach, content and outcomes as a guide for further activities. 3.3 Review own performance against objectives and in response to participants' responses and comments. 3.4 Provide advice regarding possible future activities or amendments to organisational awareness strategy and programs,

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	including identification of high risk areas for fraud and corruption activities.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPFRAU407B Conduct fraud control awareness sessions.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPFRU002 Conduct fraud control awareness sessions

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- presenting fraud and corruption awareness sessions aimed at improving investigative skills of less experienced members of staff
- tailoring sessions to the needs of adult learners
- explaining complex concepts and formal documents, including legislation, standards and codes of conduct
- using communication styles to suit different audiences and purposes
- mentoring culturally and linguistically diverse staff to maximise fraud and corruption control awareness
- designing or having input into awareness sessions delivered by specialists
- incorporating feedback from attendees into future session design and delivery

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- legislation, policies, guidelines and processes relating to fraud and corruption control and investigation
- legislation and procedures relating to public interest disclosures, protected disclosures or whistleblowing
- agency structure and core business
- the link between ongoing information/awareness sessions and effective fraud and corruption control

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- adult learning principles
- public sector values and codes of conduct
- anti-discrimination and diversity legislation

Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPFRU003 Communicate fraud control awareness

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPFRAU501B Communicate fraud control awareness. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to raise awareness on fraud and corruption. It includes planning and designing fraud and corruption control awareness activities, promoting compliance, developing and maintaining cooperative client relationships, conducting fraud and corruption awareness activities and evaluating their success.

This unit applies to those whose responsibilities include raising workplace awareness of actual and potential fraud, corruption, deliberate non-compliance and unethical actions.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently, performing complex tasks in a range of familiar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Fraud control

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Plan fraud and corruption control awareness activities	1.1 Determine need for activities, taking into account client needs, feedback from clients and staff and priorities identified in the organisation's fraud and corruption control plan. 1.2 Initiate, gather and assess ideas for new or improved activities, taking into account legislative and policy directions and the human, financial and physical resources required. 1.3 Obtain approval for fraud and corruption awareness-raising activities.
2. Design fraud and corruption control awareness activities	2.1 Target individuals and groups, establish formal and informal networks and use them as communication channels. 2.2 Incorporate precedents in activities. 2.3 Employ a range of media. 2.4 Link fraud and corruption control awareness activities with organisational guidelines, codes of conduct and related aspects of corporate policy. 2.5 Draw attention to potential incidents and effects of non-compliance. 2.6 Promote compliance.
3. Develop and nurture cooperative client relationships	3.1 Establish and document expectations of clients and contractors. 3.2 Anticipate opportunities for establishing contacts and networks with external and internal clients in consultation with work colleagues and managers. 3.3 Monitor changes in organisational focus for effects on organisation-client relationships and take action to inform clients of changes. 3.4 Seek feedback on organisational activities and report within the organisation. 3.5 Communicate organisation's fraud and corruption control philosophy, policy and procedures in a way which facilitates stakeholder understanding. 3.6 Advise clients, where required, when and how they may modify their practices to meet organisational standards.

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4. Conduct fraud and corruption awareness activities	4.1 Plan fraud and corruption awareness activities and ensure they are feasible within existing resource and time constraints. 4.2 Identify intended outcomes and ensure they meet realistic expectations of the audience. 4.3 Vary, refine and adapt activities as indicated by audience response or by changes in the organisation's strategy and procedures. 4.4 Link fraud and corruption control awareness information with codes of conduct, ethical requirements, and the fraud and corruption control guidelines of the organisation together with its broader corporate goals.
5. Evaluate success of awareness-raising activities	5.1 Assess fraud and corruption control awareness activities against predetermined objectives. 5.2 Document results of evaluation and use as the basis for planning future activities. 5.3 Identify and act upon opportunities for new fraud and corruption awareness activities. 5.4 Obtain evidence, if any, of a decrease in the level of fraud and corruption as a result of the activities.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPFRAU501B Communicate fraud control awareness.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPFRU003 Communicate fraud control awareness

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- developing and maintaining client relationships
- tailoring sessions to the needs of adult learners and a variety of audiences using adult learning techniques
- explaining complex concepts and formal documents, including legislation, standards and codes of conduct
- using communication styles to suit different audiences and purposes

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- agency structure and core business activities
- fraud and corruption and how they relate to the specific functions and activities of the organisation, together with an understanding of ethical standards required by the organisation of its staff, contractors and suppliers
- jurisdictional fraud and corruption control requirements

Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

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Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPFRU004 Anticipate and detect possible fraud activity

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPFRAU502B Anticipate and detect possible fraud activity. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to undertake strategic analysis and detection of corruption or fraudulent activities. It includes hypothesising fraud and corruption situations, initiating projects to test newly identified risk areas, analysing trends in fraud and corruption activities and investigations, recommending courses of action and providing information on recommended actions.

This unit applies to those working in a dedicated investigatory role, or one in which workplace activities require ethical actions, complying with legislation and/or exercising regulatory powers.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently, performing complex tasks, in a range of familiar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Fraud control

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Hypothesise fraud and corruption situations	1.1 Formulate hypotheses and specify guidelines for input into information system design. 1.2 Collect data and information from a variety of sources and methods. 1.3 Use hypothetical fraud and corruption situations to identify new potential risk areas.
2. Initiate projects to test newly identified risk areas	2.1 Initiate new projects and define parameters in accordance with fraud/corruption control plan. 2.2 Justify significance and value of the project and ensure consistency with fraud/corruption control plan and strategy. 2.3 Review previous and ongoing activities in the relevant areas for their contributions to the outcomes of the project. 2.4 Design project activities utilising current knowledge, methods and techniques for the identification of risks.
3. Analyse trends in fraud and corruption activities and investigations	3.1 Review project and investigation outcomes to identify emerging patterns of behaviour reflected in data. 3.2 Draw conclusions from data and statistical information as well as qualitative sources including information gathered and reports from previous investigations. 3.3 Identify risks and strengths as a result of a project's analysis of trends inside and outside the organisation. 3.4 Include discussion with colleagues and other experienced organisational staff as an additional source of information on trends. 3.5 Use networks to provide useful contacts and information for investigation. 3.6 Produce performance reports that identify trends in fraud and corruption activities and investigations.
4. Recommend course/s of action	4.1 Consider relevant elements during evaluation, prior to recommending course of action. 4.2 Identify investigation targets, and refer suggestions for future areas of investigation to management.

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	4.3 Recommend changes to organisational controls and initiatives to target potential trouble spots. 4.4 Check reliability of data. 4.5 Make practical recommendations providing management with feasible options, balancing management issues and concerns against public interest and political concerns and operational demands against contributions to strategic plan.
5. Provide information on recommended actions	5.1 Provide reports containing suggestions for actions and sufficient supporting information for management to resource future projects. 5.2 Provide advice regarding appropriate controls and initiatives required to address fraud and corruption. 5.3 Prepare and give operational briefings and other presentations, as required. 5.4 Take advantage of ad hoc opportunities to explain operational risks as they arise. 5.5 Give information in terms that clearly explain the nature of possible risk, with possible solutions outlined.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPFRAU502B Anticipate and detect possible fraud activity.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPFRU004 Anticipate and detect possible fraud activity

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- analysing trends in fraud and corruption activities and investigations
- hypothesising fraud and corruption situations
- using communication and negotiation styles to suit different audiences and purposes
- undertaking the timely detection of fraud and corruption and the identification of fraud and corruption trends
- using staff and other personnel effectively in the investigation of trends
- explaining complex concepts and recommendations relating to risk control
- collecting data and information from a variety of sources and methods, including fraud/corruption records, audit records, fraud/corruption risk assessment, past investigations and other organisations

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- agency structure and core business activities
- legislation, policies and procedures relating to anticipation and detection of fraud and corruption activities, including privacy and confidentiality requirements
- agency procedures relating to public interest disclosures, protected disclosures or whistleblowing legislation

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- fraud and corruption and how they relate to the specific functions and activities of the organisation, together with an understanding of ethical standards required by the organisation of its staff, contractors and suppliers

Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPFRU005 Conduct fraud risk assessments

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPFRAU504B Conduct fraud risk assessments. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to implement a fraud and corruption risk management process that may be the responsibility of organisational staff or contractors. It includes conducting fraud and corruption risk assessment and reviewing the processes involved in the risk assessment in line with standard risk management processes.

This unit applies to those working in roles involved with performing risk assessments for their organisation or business unit.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work autonomously, performing complex tasks in a range of familiar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Fraud control

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Conduct fraud and corruption risk assessment	1.1 Conduct fraud and corruption risk assessment based on understanding of the environment and core business of the organisation. 1.2 Identify and report any gaps in the predetermined methodology and propose options to fill these gaps as required. 1.3 Allow for impacts of possible change in organisational business in the risk assessment. 1.4 Assess validity and reliability of data. 1.5 Use consultation and data matching to identify patterns. 1.6 Apply both qualitative assessment and quantitative representation of risks in the assessment.
2. Review processes involved in the risk assessment	2.1 Monitor and review processes in accordance with the objectives of fraud and corruption risk assessment strategy, government policy and risk management standards. 2.2 Provide advice to business sections and other stakeholders regarding issues arising out of fraud and corruption risk assessment. 2.3 Discuss options to overcome identified obstacles with management, affected or relevant staff, and implement agreed options. 2.4 Assess effectiveness of fraud and corruption control strategies, and prepare reports for various audiences.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPFRAU504B Conduct fraud risk assessments.

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPFRU005 Conduct fraud risk assessments

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- planning, analysis and evaluation relating to fraud and corruption risk assessment
- using communication, consultation and negotiation styles to suit different audiences and purposes
- providing advice on complex documents, including legislation, policy and recommendations relating to fraud and corruption risk control
- differentiating between the inherent risks and the effectiveness of controls in place
- managing contractors if the fraud and corruption risk assessment is outsourced

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- fraud and corruption and how they relate to the specific functions and activities of the organisation together with an understanding of ethical standards required by the organisation of its staff, contractors and suppliers
- jurisdictional fraud and corruption control requirements
- agency fraud and corruption control policy
- fraud and corruption risk management methodology
- agency structure and core business activities
- current fraud and corruption control plan
- relationship of the risk methodology to the fraud and corruption control strategy

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- fraud and corruption risk factors in the organisation
- anti-discrimination and diversity legislation
- legislation, policies and procedures relating to fraud and corruption risk assessment
- Australian and New Zealand standards – AS/NZS 4360:1999 or as revised

Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPFRU006 Develop fraud control plans

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPFRAU505B Develop fraud control plans. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to plan actions in response to the organisation's fraud/corruption control strategy, either the preparation of a specific fraud/corruption control plan based on a risk assessment or as an extension of the organisation's documentation of its fraud/corruption control strategy. This includes identifying areas for action, gaining commitment to the plan, identifying qualitative and quantitative performance indicators, and documenting and disseminating the fraud/corruption control plan.

This unit applies to those working in roles involved in assessing fraud and corruption within their organisation.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently, consulting others as required, performing complex tasks in a range of contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Fraud control

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Identify areas for action	1.1 Establish processes to identify fraud and corruption risks and vulnerability. 1.2 Identify areas for action through the fraud/corruption risk assessment process or some other process for identifying fraud and corruption vulnerability. 1.3 Develop initiatives in consultation with appropriate staff to control identified vulnerabilities. 1.4 Identify areas within the organisation responsible for fraud and corruption minimisation actions. 1.5 Undertake consultation with stakeholders to develop a shared understanding of responsibilities. 1.6 Specify timeframe for implementation of actions based upon an understanding of the nature of risk and resource ramifications.
2. Gain commitment to fraud/corruption control plan	2.1 Initiate professional development awareness and information programs in consultation with responsible staff. 2.2 Tailor fraud/corruption prevention initiatives to the organisational culture, core business and client groups.
3. Identify qualitative and quantitative performance indicators	3.1 Seek advice from internal and external specialist personnel. 3.2 Involve stakeholders in the development of performance indicators. 3.3 Develop performance indicators that relate to the objectives of the program and enable an assessment of the extent to which fraud and corruption control objectives are being achieved. 3.4 Establish feedback mechanisms to ensure that performance data informs improvements to fraud/corruption control strategies and activities.
4. Document fraud/corruption control plan	4.1 Document the control plan using concise language and structure tailored to the intended audience. 4.2 Define the responsibilities for fraud and corruption control of each area in the organisation in the plan. 4.3 Use the risks targeted by the risk assessment process to identify areas for action.

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	4.4 Describe a comprehensive fraud/corruption control strategy for the organisation in the plan. 4.5 Link the plan to internal audit to reduce overlap or duplication. 4.6 Address the requirements of any jurisdictional fraud and corruption control legislation and guidelines.
5. Disseminate fraud/corruption control plan	5.1 Make non-confidential components of the fraud/corruption control plan accessible to staff, the Minister and clients of the organisation. 5.2 Document and store confidential components. 5.3 Review the plan in accordance with organisational and jurisdictional needs and requirements.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPFRAU505B Develop fraud control plans.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPFRU006 Develop fraud control plans

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- identifying areas for action based upon an analysis and synthesis of objectives and information from the fraud/corruption control strategy, the processes established to identify fraud and corruption vulnerability, and agency corporate plans
- planning, analysis and evaluation relating to fraud and corruption risk control
- using communication, consultation and negotiation styles to suit different audiences and purposes
- applying complex documents, including legislation, guidelines and standards
- managing contractors if the fraud/corruption risk assessment is outsourced

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- jurisdictional fraud and corruption control requirements
- agency fraud and corruption control strategy and agency processes to measure fraud and corruption vulnerability
- agency structure and core business activities
- fraud and corruption risk factors in the organisation, agency clients, and any history of fraud and corruption in or against the agency
- the processes established to identify fraud and corruption vulnerability and agency corporate plans
- anti-discrimination and diversity legislation

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- legislation, policies and procedures relating to fraud and corruption control

Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPFRU007 Implement fraud control activities

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPFRAU506B Implement fraud control activities. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to implement controls and educate staff in order to reduce or eliminate the risk of fraud and corruption. It includes assessing options and selecting actions for fraud and corruption control activities, setting down procedures and expectations for staff, and implementing performance evaluation and monitoring systems.

This unit applies to those working in roles involving fraud control implementation.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work autonomously, performing complex tasks in a range of familiar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Fraud control

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Assess options and select actions	1.1 Assess existing systems and procedures for compliance with fraud/corruption control plan and strategy, and broader organisational objectives. 1.2 Determine possible courses of action based on an assessment of relevant resources and personnel available and integration with organisational activities. 1.3 Obtain agreement of relevant staff and management on key features of the fraud/corruption control activities within their area of responsibility. 1.4 Assess resource implications and efficiency and effectiveness of options. 1.5 Specify desired outcomes in consultation with stakeholders. 1.6 Recommend preferred options to senior management and seek agreement by those responsible for implementation.
2. Set down procedures and expectations for staff	2.1 Specify key tasks and deadlines and prepare a project timeline when appropriate. 2.2 Develop ethical standards and guidelines in consultation with stakeholders. 2.3 Develop procedures outlining the obligations and protections relating to public interest disclosures, protected disclosures or whistleblowing legislation. 2.4 Document, test and disseminate procedures through most effective channels. 2.5 Include opportunities for identifying possible new risks and threats in the procedures. 2.6 Update procedures on the basis of regular reviews and evaluation.
3. Implement performance evaluation and monitoring systems	3.1 Identify mechanisms to monitor implementation through consultation with appropriate people. 3.2 Obtain agreement between those involved of relevant information and methods of comparing progress of implementation procedures to objectives of fraud/corruption control plan. 3.3 Assess quality of work, extent of progress, resource usage and other critical features and recommend variations or adjustments to the fraud/corruption control plan. 3.4 Inform authorities of progress of implementation and problems as they arise.

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	3.5 Use regular reporting activities to provide advice regarding impact of procedures on effectiveness of fraud/corruption control strategy.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPFRAU506B Implement fraud control activities.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPFRU007 Implement fraud control activities

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- planning, analysis and evaluation relating to fraud and corruption risk control
- ensuring compliance of activities with fraud/corruption control plan and fraud/corruption control strategy
- consulting with staff or personnel responsible for relevant activities or components of the activities specified
- using communication, consultation and negotiation styles to suit different audiences and purposes
- writing reports requiring formal language and structure on the effectiveness of fraud and corruption control activities
- managing widespread dissemination of activities in the agency

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- jurisdictional fraud and corruption control requirements
- agency fraud and corruption control strategy
- best practice initiatives in fraud and corruption control
- client base and any history of fraud and corruption against the agency
- control testing and evaluation
- agency structure and core business activities

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- fraud and corruption risk factors in the organisation, agency clients, and any history of fraud and corruption in or against the agency
- anti-discrimination and diversity legislation
- legislation and procedures relating to public interest disclosures, protected disclosures or whistleblowing
- legislation, policies and procedures relating to fraud and corruption control

Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPFRU008 Coordinate development and implementation of fraud information systems

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPFRAU507B Coordinate development and implementation of fraud information systems. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to coordinate the development of data information systems relevant to fraud/corruption control. This includes establishing objectives of data collection, ensuring that data collection matches requirements and implementing data collection/matching systems.

This unit applies to those working as internal staff or contractors/consultants involved in the development of data information systems

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work autonomously, performing complex tasks in a range of familiar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Fraud control

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Establish objectives of data collection	1.1 Determine requirements of data collection system in terms of possibilities and constraints through consultation with clients and key stakeholders. 1.2 Assess options to satisfy requirements in consultation with key people taking into consideration cost, time for development and operation, ease of use, and organisation's objectives and priorities in fraud/corruption detection activities. 1.3 Determine most suitable option and develop specifications in consultation with key staff.
2. Ensure that data collection matches requirements	2.1 Approve techniques of data collection and analysis. 2.2 Design interface specifications to reflect awareness of user characteristics and needs, and to facilitate the use of the information management systems. 2.3 Structure systems to be open to modification to reflect changing organisational focus, user needs and targeted initiatives.
3. Implement data collection and matching systems	3.1 Develop and maintain strategies to improve access to and use of networks for communication and information access and retrieval. 3.2 Identify mechanisms for more efficient delivery of information from remote and regional sources and implement as required. 3.3 Balance increasing efficiency of network access and use against security, legal and privacy issues. 3.4 Match systems developed against standards for compliance. 3.5 Provide input into policy and procedural changes regarding accessibility of information based on a knowledge of organisation's core business, trends in fraud/corruption activities, and the nature and limitations of the information systems in use.

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Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPFRAU507B Coordinate development and implementation of fraud information systems.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPFRU008 Coordinate development and implementation of fraud information systems

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- managing projects and specialist staff or personnel
- using computerised fraud/corruption information systems
- analysis and problem solving
- using liaison and communication styles to suit different audiences and purposes

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- the requirements of a data collection system that meets agency needs and that can be developed within specified time and resource constraints
- legislation and guidelines relating to information systems including privacy and freedom of information
- legislation and procedures relating to public interest disclosures, protected disclosures or whistleblowing
- data collection and management systems
- agency structure, services and environment
- agency fraud/corruption control strategy
- public sector legislation, policies and procedures including anti-discrimination and diversity legislation, work health and safety and environment

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Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPFRU009 Develop fraud control strategy

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPFRAU601B Develop fraud control strategy. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to develop a fraud/corruption control strategy as an integral part of the broader corporate management strategy for an organisation. It includes identifying organisational needs and obligations, benchmarking the fraud/corruption control strategy, assessing stakeholder and environmental considerations, implementing the organisation's fraud/corruption control strategy and analysing and reviewing the effectiveness of the strategy.

This unit applies to those working in roles involving the development of strategies to control fraud and corruption within their organisation.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work autonomously, performing complex tasks in a range of familiar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Fraud control

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Identify organisational needs and obligations	1.1 Research obligations of the organisation based upon the concept of fraud and corruption as both ethical and law enforcement issues that impede effective performance of the organisation's core business. 1.2 Identify all formal internal and external reporting requirements. 1.3 Identify organisational data analysis and information needs for fraud and corruption detection in line with privacy, confidentiality and law enforcement policy and legislative requirements. 1.4 Reflect a strategic management approach to the prevention of corruption/fraudulent activities in the needs identification. 1.5 Identify organisational responsibility for the coordination, monitoring, implementation, ongoing review and promotion of the organisation's strategy and agree upon in consultation with senior management. 1.6 Identify organisational responsibility and agree upon for the protection of persons who provide information under legislation related to public interest disclosures, protected disclosures or whistleblowing legislation.
2. Benchmark fraud/corruption control strategy	2.1 Identify performance indicators. 2.2 Use best practice examples in the development of benchmarks. 2.3 Use standards-setting organisations where appropriate to assist in the identification of benchmarks relative to the organisation's needs and core business.
3. Assess stakeholder and environmental considerations	3.1 Incorporate client entitlements including right to privacy, confidentiality, freedom from reprisals and freedom of information. 3.2 Consider issues, including profile of clients, corporate history and culture and staffing profile. 3.3 Consider constraints of operating environment, including staff shortages, geographical spread of staff and budgeting constraints. 3.4 Consider client and community expectations.

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	3.5 Identify management perspectives through consultations with those with relevant responsibilities in terms of the organisation's business, and those with overall responsibility for oversight and implementation of fraud/corruption control in the organisation.
4. Develop organisation's fraud/corruption control strategy	4.1 Achieve balance between compliance requirements and operational pressures. 4.2 Identify strategies to enable constant updating of the fraud/corruption control strategy to incorporate changing and newly identified risks. 4.3 Incorporate key factors, including the organisational environment and core business. 4.4 Recommend internal and external strategies based on assessment of relevant factors. 4.5 Incorporate internal and external quality assurance into the strategy and allocate responsibility for maintaining quality assurance. 4.6 Obtain acceptance of the strategy by authorities within the organisation and ensure it meet the requirements of the relevant standards-setting organisations.
5. Implement fraud/corruption control strategy	5.1 Develop initiatives required to minimise fraud and corruption in consultation with stakeholders. 5.2 Identify timeframe for implementation of strategy based upon an understanding of resource ramifications. 5.3 Identify areas within the organisation responsible for actions to minimise fraud and corruption. 5.4 Develop procedures for the reporting of information and the protection of persons who provide information under public interest disclosures, protected disclosures or whistleblowing legislation. 5.5 Undertake consultations with relevant personnel to facilitate a shared understanding of responsibilities.
6. Analyse and review effectiveness of strategy	6.1 Structure review to incorporate key features of the strategy underpinning the need for the strategy to be holistic and comprehensive. 6.2 Monitor and review to accommodate lessons learnt during application of the strategy. 6.3 Establish feedback and reporting mechanisms to provide information to senior management about effectiveness of the strategy measured against objectives, and to provide advice regarding changes to management practices. 6.4 Incorporate results of analysis and review to improve fraud and corruption control.

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Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPFRAU601B Develop fraud control strategy.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPFRU009 Develop fraud control strategy

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- undertaking analysis and strategic development
- incorporating essential attributes of an effective fraud/corruption control policy into the strategy
- consulting with senior management regarding the integration of the fraud/corruption control strategy with the broader corporate objectives
- using liaison and communication styles to suit different audiences and purposes

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- the concepts of fraud/corruption risk management
- risk management standards and techniques
- agency corporate objectives and policy planning processes
- the relationship between the fraud/corruption control strategy and the corporate goals and management practice of the agency
- external reporting requirements
- risk profile of the agency
- control framework operating in the agency
- jurisdictional fraud/corruption control requirements

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- legislation and procedures relating to public interest disclosures, protected disclosures or whistleblowing
- public sector legislation, policies and procedures including anti-discrimination and diversity legislation, work health and safety, and environment

Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPFRU010 Manage fraud risk assessment and action plan

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPFRAU602B Manage fraud risk assessment and action plan. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to manage fraud/corruption risk assessment, where personnel conducting the risk assessment may be internal staff or consultants. It includes applying organisational philosophy regarding risk, selecting a risk assessment methodology, and establishing reporting and review mechanisms.

This unit applies to those working in management roles overseeing the fraud risk assessment and action plan.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work autonomously supervising others, performing complex tasks in a range of familiar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Fraud control

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Apply organisational philosophy regarding risk	1.1 Consult stakeholders in the management of the fraud/corruption risk assessment process. 1.2 Acknowledge and apply cultural, ethical and economic perspectives of the organisation when making decisions regarding the development and implementation of the risk assessment process in the organisation.
2. Select risk assessment methodology	2.1 Select risk assessment methodology based on an evaluation of a range of fraud/corruption risk management techniques, and factors including the environment, culture and functions of the organisation. 2.2 Select methodology to meet the Australian standard for risk management, that is compatible with the organisation's environment, culture, structure and core business and is able to be applied across all the organisation's programs and services. 2.3 Monitor activities of personnel implementing the fraud/corruption risk assessment methodology.
3. Establish reporting and review mechanisms	3.1 Include the identification of appropriate actions to be implemented in reporting mechanisms. 3.2 Establish review mechanisms that acknowledge the need for flexibility and the ongoing nature of the fraud/corruption risk assessment process. 3.3 Establish reporting mechanisms to allow for advice to be provided at opportune times to facilitate a flexible response by management to any deficiencies identified. 3.4 Establish reporting mechanisms to meet the requirements of standards-setting organisations.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

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Unit Mapping Information

This unit supersedes and is equivalent to PSPFRAU602B Manage fraud risk assessment and action plan.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPFRU010 Manage fraud risk assessment and action plan

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- using communication, consultation and negotiation styles to suit different audiences and purposes
- managing any consultants used to conduct the fraud/corruption risk assessment

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- agency corporate plan and nature of service provided by the agency
- external reporting requirements
- risk profile of the agency
- risk management standards and techniques
- control framework operating in the agency
- how the fraud/corruption risk assessment methodology addresses the agency-relevant criteria for measuring risk
- public sector legislation, policies and procedures including anti-discrimination and diversity legislation, work health and safety, and environment in the context of fraud/corruption control

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Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPFRU011 Manage fraud control awareness

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPFRAU603B Manage fraud control awareness. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to promote and disseminate the organisation's approach to fraud/corruption control internally and to external clients and the broader community. It includes disseminating the fraud/corruption control strategy, championing fraud/corruption control, and marketing fraud/corruption control both inside and outside the organisation.

This unit applies to those working in management roles involved in the promotion of fraud control awareness.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work autonomously supervising others, performing complex tasks in a range of familiar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Fraud control

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Disseminate fraud/corruption control strategy	1.1 Raise the profile of fraud/corruption control to the highest level to indicate its key focus in the organisation. 1.2 Articulate standards for the organisation in a manner suited to the level and experience of staff. 1.3 Articulate ways in which the fraud/corruption control strategy contributes to the achievement of organisational corporate goals. 1.4 Articulate roles and responsibilities of key people in the organisation regarding implementation of fraud/corruption control measures. 1.5 Select dissemination methods to take account of various audiences, and present information in a way that meets particular audience needs.
2. Champion fraud/corruption control	2.1 Provide leadership and motivation in highlighting the role of fraud/corruption control processes as integral to effective management practices. 2.2 Ensure the methods underpinning the championing of the fraud/corruption control process comply with the organisation's culture and structure, and the nature of both internal and external clients. 2.3 Set a positive tone in the organisation regarding fraud/corruption control through engendering trust and confidence in the fraud/corruption control activities. 2.4 Establish guidelines for the establishment of formal and informal networks to nurture cooperative and ethical client relationships.
3. Market fraud/corruption control inside and outside the organisation	3.1 Identify and assess potential activities to promote the fraud/corruption control process and its importance to the overall objectives of the organisation in relation to the fraud/corruption control strategy in place. 3.2 Coordinate implementation with management and key stakeholders. 3.3 Encourage shared ownership of fraud/corruption processes through ongoing consultation and information sharing. 3.4 Organise promotion activities to raise stakeholders' awareness of

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	both the ethical and financial aspects of fraud/corruption control and to facilitate endorsement of the concept and practice of fraud/corruption control. 3.5 Monitor trends in order to ensure currency in the organisation's activities.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPFRAU603B Manage fraud control awareness.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPFRU011 Manage fraud control awareness

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- leading others
- synthesising and articulating broader policy issues
- using communication, negotiation and presentation styles to suit different audiences and purposes

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- agency corporate plan and strategic directions of the agency
- agency structure and core business activities
- agency fraud/corruption control policy
- external expectations placed on the agency by external stakeholders
- the incorporation of constraints imposed by the culture of the organisation and operational factors into fraud/corruption control issues and practices
- organisational change practices
- public sector legislation, policies and procedures including anti-discrimination and diversity legislation, work health and safety, and environment in the context of fraud/corruption control

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Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPFRU012 Review fraud control activities

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPFRAU605B Review fraud control activities. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to review the breadth of activities in fraud/corruption control in an organisation. The review cycle is determined according to organisational needs and any external reporting requirements, though this cycle could be interrupted in particular circumstances including changes in service delivery or significant increases in fraudulent activities. This includes preparing for review, assessing the ability of fraud/corruption control activities to minimise fraud and corruption, and providing advice and recommendations for action to improve effectiveness of controls.

This unit applies to those working in roles involved in fraud control activities, in particular the review of activities within their organisation.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently, performing complex tasks in a range of familiar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Fraud control

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare for review of fraud/corruption control activities	1.1 Identify current fraud/corruption prevention activities, taking into account the objectives of the organisation's fraud/corruption control strategy, plan and procedures. 1.2 Establish timetable for evaluation and review. 1.3 Gather information from relevant areas across the organisation. 1.4 Include perspectives of staff and management, clients and reporting organisations in the assessment.
2. Assess the ability of control activities to minimise fraud and corruption	2.1 Assess implementation of the organisation's fraud/corruption control plan and activities in terms of progress in areas relevant to the organisation. 2.2 Conduct assessment taking into account core business and broader management activities of the organisation and utilising knowledge of best practice initiatives in fraud/corruption prevention. 2.3 Assess effectiveness of performance indicators in collecting fraud/corruption control information. 2.4 Assess efficacy of mechanisms to assist staff to minimise fraud/corruption. 2.5 Assess efficacy of fraud/corruption control awareness-raising activities against their objectives.
3. Provide advice and recommend action to improve effectiveness of fraud/corruption controls	3.1 Provide advice based on significant knowledge of the organisation's culture, structures, programs and services, and constraints under which the organisation is operating. 3.2 Recommend options for action, based on consultation with stakeholders, and balance strict compliance with operational and political pressures. 3.3 Revise, as a result of consultation with stakeholders, fraud/corruption control objectives that are found to be unrealistic, and provide advice regarding amendment to the fraud/corruption control strategy and procedures.

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	3.4 Report on the effectiveness of fraud/corruption control activities in the organisation.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPFRAU605B Review fraud control activities.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPFRU012 Review fraud control activities

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- reviewing fraud/corruption control processes and assessing key functions of overall strategy
- writing reports requiring formal structure and language and precision of expression
- providing advice and recommendations tailored to the needs of stakeholders
- using communication and presentation styles to suit different audiences and purposes
- preparing reports tailored to various audiences regarding the effectiveness of fraud/corruption control activities in the organisation

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- agency structures, programs and services
- agency fraud/corruption control strategy
- legislative framework under which the organisation operates
- external reporting requirements
- law enforcement needs
- best practice initiatives in fraud/corruption control
- the role of fraud/corruption control in the broader agency corporate planning environment
- legislation and procedures relating to public interest disclosures, protected disclosures or whistleblowing

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Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPGEN001 Work in a public sector environment

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPGOV201B Work in a public sector environment. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to work as a trainee or new employee in the public sector. It includes accessing and using legislation, guidelines and organisational information, working with a diverse range of people and investigating career options.

This unit applies to those commencing work in generalist or specialist roles across the public sector.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work as part of a team under supervision, performing routine tasks in familiar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

General

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Access and use legislation and guidelines	1.1 Access the range of legislation and guidelines common to employment in a public sector organisation. 1.2 Identify the key principles contained in the legislation and guidelines. 1.3 Clarify information in order to confirm own understanding. 1.4 Apply the principles contained in legislation and guidelines to individual workplace practice.
2. Access and use organisational information	2.1 Identify the staffing and organisational structure. 2.2 Identify and clarify procedures for dealing with staff at all levels of the organisation. 2.3 Identify procedures for dealing with clients. 2.4 Identify sources of assistance and types of assistance available from each source.
3. Work with diversity	3.1 Demonstrate appreciation of the differences between colleagues through workplace behaviour. 3.2 Use effective communication styles to take account of workplace diversity and reflect the principles of emotional intelligence. 3.3 Make contribution to the workgroup to utilise personal strengths and take any opportunities provided to develop new competencies. 3.4 Meet the requirements of multicultural awareness and anti discrimination legislation.
4. Investigate career options	4.1 Identify personal working and learning styles, values and attitudes and weigh against the requirements of current and potential work opportunities. 4.2 Identify and prioritise personal work goals. 4.3 Seek advice on future work/career options. 4.4 Identify a range of possible career paths and undertake initial planning to map out broad competency areas and experiences required to pursue them. 4.5 Plan personal development to prepare for career options. 4.6 Seek and access learning opportunities in line with personal work goals.

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Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	**4**	5	1	2	**3**	4	5	1	2	**3**	4	5	1	2	3	**4**	5	1	2	3	4	5
Learning					Reading					Writing					Oral communication					Numeracy NA					

Performance variables:

1	**2**	3	4	5	1	2	**3**	4	5	1	2	3	**4**	5	1	2	**3**	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to PSPGOV201B Work in a public sector environment.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPGEN001 Work in a public sector environment

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- accessing and identifying information
- scanning techniques to locate main ideas
- reading written materials, including manuals and codes of practice
- using interpersonal communication including negotiating strategies to clarify understanding
- recognising own and others' emotions in the workplace

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- public sector legislation, regulations and guidelines
- organisation guidelines and procedures
- principles of cultural awareness, workplace diversity and emotional intelligence and their application in the workplace
- codes of conduct
- principles of personal career planning

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Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPGEN002 Use routine workplace communication techniques

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPGOV202B Use routine workplace communication techniques. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to apply communication techniques for interacting with internal and external clients in the workplace. It includes handling routine enquiries, following and relaying routine instructions and engaging in workplace discussions.

This unit applies to those working as generalist or specialist public sector workers but may be applied to other similar roles.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work under supervision and in a team environment while performing routine tasks in mostly familiar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

General

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Handle routine enquiries	1.1 Respond to enquiries and record details. 1.2 Determine urgency of the enquiry and respond or refer the matter promptly. 1.3 Employ effective listening and speaking skills including confirming understanding. 1.4 Reflect an understanding of individual differences in spoken and non-verbal communication to meet the expected standards of the workplace. 1.5 Resolve or refer problems. 1.6 Make and store records of verbal enquiries and resulting action.
2. Follow and relay routine instructions	2.1 Action instructions within the timeframe and to the standard required by the workgroup and/or team leader. 2.2 Refer difficulties in understanding instructions for clarification. 2.3 Make notes of oral instructions, the intent and outcomes required, and the timeframe for completion, and use them to carry out instructions at a later date when required. 2.4 Note and relay instructions for others, and provide feedback on successful relating of requirements. 2.5 Use established communication channels as required.
3. Engage in workplace discussions	3.1 Use oral interactions with other staff to exchange information, explore issues and solve routine problems. 3.2 Participate in and contribute to formal and informal meetings in accordance with personal knowledge and meeting requirements. 3.3 Observe meeting protocols and encourage colleagues to participate where relevant. 3.4 Raise issues and ideas which affect work within the group with the appropriate person. 3.5 Refer unresolved conflicts which affect work in the group through the appropriate channel.

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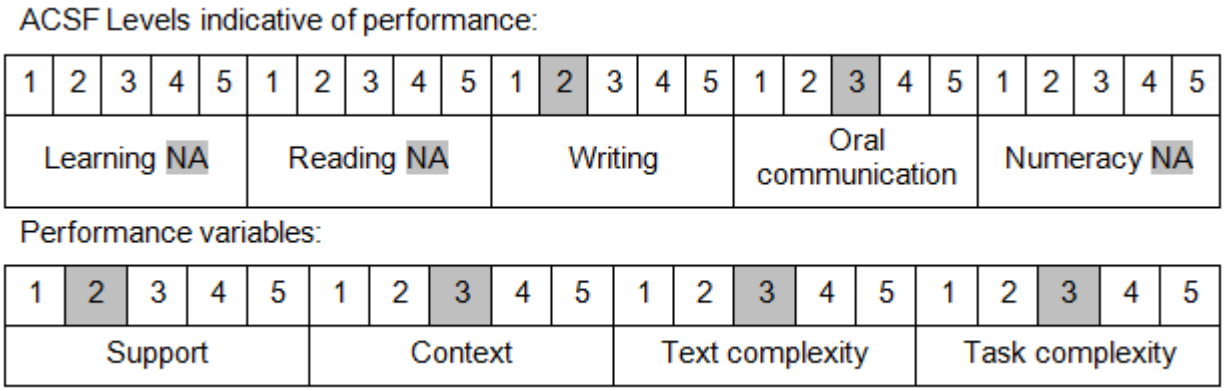
Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels as indicated for successful attainment of the unit.



Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to PSPGOV202B Use routine workplace communication techniques.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPGEN002 Use routine workplace communication techniques

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- speaking and listening relating to routine communication exchanges
- eliciting and giving factual information
- clarifying meaning, exploring issues and problem solving or referral
- listening for relevant information from oral discussions
- taking personal notes
- observing and reading non-verbal cues especially those relating to culture, ethnicity, emotional state
- using communication technology including telephones, computers with audio, message bank, answering machines, email, short message service, pagers

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- public sector legislation including work health and safety and environment, regulations, policies, procedures and guidelines relating to workplace communication in the public sector
- principles of effective communication
- knowledge of organisation processes
- procedures manuals for dealing with enquiries
- channels of communication

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- organisational etiquette for oral communication
- conflict resolution techniques

Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPGEN003 Deliver a service to clients

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPGOV203B Deliver a service to clients. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to provide service to clients within a prescribed framework. It includes matching client service to needs and delivering client service.

This unit applies to those working as generalist or specialist public sector workers but may be applied to other similar roles.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work under supervision and in a team environment while performing routine tasks in mostly familiar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

General

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Match service to client needs	1.1 Access and obtain information on the client base. 1.2 Use information on the client base and its needs to match services to clients. 1.3 Identify particular needs of clients to enable targeted service delivery. 1.4 Match requests from clients to the appropriate service from a defined range of options. 1.5 Report problems in matching service delivery to clients to supervisor.
2. Deliver client service	2.1 Provide client service that meets client needs within the limitations of resources. 2.2 Respond to client enquiries promptly and in accordance with accepted practice and standards of the organisation. 2.3 Tailor service and communication techniques to the specific needs of clients. 2.4 Deal with complaints from clients and difficult situations. 2.5 Maintain client confidentiality as part of service delivery where required. 2.6 Collect data to assist in evaluating whether client needs have been met.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPGOV203B Deliver a service to clients.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPGEN003 Deliver a service to clients

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- communicating with a diverse range of internal and external clients including negotiating, explaining and clarifying
- solving problems
- tailoring delivery to meet specific client needs

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- public sector policies, procedures and guidelines related to client service delivery
- current practice in client service delivery in the public sector
- organisational client service charter, standards and procedures
- limitations of resources for service delivery
- public sector legislation, including work health and safety and environment in the context of client service delivery

Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

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Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPGEN004 Access and use resources

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPGOV204B Access and use resources. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to use resources to achieve work objectives. It includes accessing and using resources and administering physical resource usage.

This unit applies to those working in generalist or specialist roles across the public sector.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work as part of a team or autonomously, performing routine tasks in familiar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

General

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Access and use resources	1.1 Identify and access resources required to achieve work outcomes. 1.2 Use resources efficiently and effectively.
2. Administer physical resources	2.1 Obtain and maintain supplies and materials required to support the operation of the workgroup. 2.2 Maintain records of resource usage as required by the organisation or work unit. 2.3 Process orders promptly. 2.4 Store supplies and materials appropriately to protect against theft and fraudulent activity.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPGOV204B Access and use resources.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPGEN004 Access and use resources

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- keeping records
- reading legislation and operational procedures related to resources and finances
- completing and processing orders
- securing information and resources

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- public sector legislation and operational procedures relating to accessing and using resources
- security requirements for resources, facilities, people and information
- principles of fraud control in the public sector
- principles of financial management and stock handling
- work health and safety requirements
- environmental and sustainability requirements

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Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPGEN005 Participate in workplace change

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPGOV205B Participate in workplace change. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to participate in the change process within a workgroup. It includes suggesting options for change and contributing to the implementation of change.

This unit applies to those working in generalist or specialist roles across the public sector.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work in teams or autonomously, performing routine tasks in familiar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

General

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Suggest options for change	1.1 Identify and suggest possible changes to aspects of operational work that could improve efficiency and effectiveness. 1.2 Consider and discuss advantages, disadvantages and consequences of proposed suggestions with the workgroup. 1.3 Accept and consider other workgroup members' input in suggesting options for change.
2. Contribute to the implementation of change	2.1 Implement specific changes in own routine operations and procedures as required. 2.2 Make changes in response to directions to achieve service standards and identified outcomes. 2.3 Access available resources and supports to assist in changing own work practices. 2.4 Discuss personal responses to change with the workgroup. 2.5 Consider effect of own actions and reactions to change on others. 2.6 Identify and access support mechanisms to assist with the implementation of change as required.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPGOV205B Participate in workplace change.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPGEN005 Participate in workplace change

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified, the candidate must demonstrate evidence of performance of the following on at least one occasion.

- working in a team in a way that demonstrates consideration of the effect of change on others and the effect of one's own reaction to change on others
- communicating with team members on issues and personal reactions to change
- implementing change as required
- accessing assistance for coping with change

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- personal response to change
- impact of change as it affects individuals and groups
- public sector legislation, policy and guidelines
- environmental and sustainability guidelines
- workgroup practices and service standards
- work health and safety and environmental impact of change including stress, and stress management

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Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPGEN006 Handle workplace information

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPGOV206B Handle workplace information. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to handle incoming and outgoing workplace information. It includes collecting, analysing and processing workplace information.

This unit applies to those working in generalist and specialist roles within the public sector.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work under supervision in teams or autonomously, performing routine tasks in a familiar context.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

General

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Collect and analyse workplace information	1.1 Collect and analyse required information under direction. 1.2 Check and record routine information in accordance with organisational format/s. 1.3 Maintain data systems to ensure records are accurate and up-to-date. 1.4 Update, access and search internal data storage systems as required. 1.5 Apply workplace procedures related to security and confidentiality to information handling.
2. Process workplace information	2.1 Sort and distribute incoming information within defined timeframes. 2.2 Identify and communicate problems in processing routine information to relevant staff. 2.3 Establish and maintain information storage and filing systems.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPGOV206B Handle workplace information.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPGEN006 Handle workplace information

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- handling files
- handling mail
- applying information security requirements
- applying computer technology to data storage, retrieval and presentation
- converting one information type to another
- applying basic statistical and numerical manipulation
- using problem solving and referring problems as required
- communicating with colleagues and supervisors

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- public sector legislation including work health and safety and environment
- policies, procedures and guidelines relating to information handling in the public sector, including confidentiality, privacy, security, freedom of information
- organisational procedures for handling information
- electronic and manual filing systems
- databases and data storage systems

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Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPGEN007 Use technology in the workplace

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPGOV207B Use technology in the workplace. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to perform various applications of technology and their use to achieve work outcomes. It includes selecting, using and maintaining technology.

This unit applies to those working in generalist or specialist roles within the public sector.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work in teams or autonomously, performing routine tasks in a familiar context.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

General

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Select and use technology	1.1 Assess the technology requirements of tasks and select technology and/or software applications in accordance with task requirements and available workplace resources. 1.2 Adjust work area and use furniture and equipment in accordance with ergonomic requirements. 1.3 Use manuals, training booklets, online or telephone assistance or help desks to overcome basic difficulties with technology, and refer more complex problems for assistance. 1.4 Secure technology and data.
2. Maintain technology	2.1 Carry out and/or arrange routine maintenance to ensure that technology is maintained in accordance with manufacturers' instructions. 2.2 Correct or report equipment faults in accordance with manufacturers' instructions and service agreements. 2.3 Replace technology consumables as they are used in accordance with manufacturers' instructions. 2.4 Use technology and dispose of used consumables in accordance with government and organisational environmental policies.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPGOV207B Use technology in the workplace.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPGEN007 Use technology in the workplace

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- planning technology use
- identifying work requirements and selecting the equipment and software application of best fit in terms of timeliness, cost effectiveness and occupational health and safety conditions
- using a keyboard
- using communication to request advice, receive feedback and work with others
- applying problem solving in relation to routine problems
- following manufacturers' instructions

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- legislation, procedures and guidelines relating to the use of technology in the workplace
- work health and safety procedures and regulations
- logon, backup, virus protection and shutdown procedures for computer equipment
- basic technical terminology in relation to reading manuals and help files
- methods of detecting faults in and solving problems with business technology

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Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPGEN008 Write routine workplace materials

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPGOV208A Write routine workplace materials. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to perform routine written communication. It includes extracting meaning from routine written information for workplace purposes and preparing routine written materials. The focus is on the content and structure of written materials and not on the use of computer technology, which is addressed by other competencies.

This unit applies to those working in generalist or specialist roles within the public sector.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work in teams or autonomously, performing routine tasks in a familiar context.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

General

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Read, interpret and act on routine written materials	1.1 Determine intended recipients and purpose of incoming written materials with assistance from others. 1.2 Identify and use key points to record, store or forward incoming materials. 1.3 Use information from tables, charts and other graphic information to plan and organise work. 1.4 Read and follow procedural information to implement workplace routines or remedy problems. 1.5 Seek assistance with difficult or ambiguous materials.
2. Prepare routine written materials	2.1 Confirm and follow requirements of written materials in accordance with standard templates. 2.2 Include information that is accurate, clear and concise and meets organisational guidelines for the type of document. 2.3 Check material to ensure correct grammar, spelling and punctuation, and to correct any inaccuracies in content. 2.4 Present written information in accordance with organisational standards for format and accuracy. 2.5 Prepare and submit written information for approval/final editing within required timeframes.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPGOV208A Write routine workplace materials.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPGEN008 Write routine workplace materials

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- reading and writing at a level to cope with routine workplace materials
- identifying key messages in written information
- writing and sequencing paragraphs according to the required purpose of written material
- linking ideas in written material through selection and use of words, language structures and punctuation appropriate to the purpose
- spelling, punctuation and grammar for workplace documents at a practical level
- implementing ergonomic requirements for office work
- complying with environmental policies, including those relating to paper use/wastage/recycling

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- public sector legislation including work health and safety and environment
- regulations, policies, procedures and guidelines relating to written materials, including privacy, freedom of information, information security, confidentiality, copyright
- organisational policy for recordkeeping
- principles of effective written communication
- differences between requirements for written as opposed to spoken English
- government style manual/writing guide

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- organisational writing/formatting guidelines
- organisation processes and protocols
- email protocols and records management

Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPGEN009 Work effectively in the organisation

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPGOV301B Work effectively in the organisation. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to work effectively in a public sector organisation with a focus on self-management. It includes evaluating and developing your own expertise, identifying career options, working within the organisational structure and culture, and managing your own work.

This unit applies to those working in generalist and specialist roles within the public sector.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work in teams or autonomously, performing routine tasks in familiar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

General

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Evaluate and develop own expertise	1.1 Make self-assessment of work-related competencies by reflecting on own workplace experience and training, and from monitoring feedback on performance in the workplace. 1.2 Undertake research to identify possible careers and compare the requirements of these careers with current skill base and development opportunities available within the organisation and across the public sector. 1.3 Identify areas requiring competency development by comparing current competencies with the competency requirements of current or anticipated duties. 1.4 Set personal learning goals and monitor progress towards them. 1.5 Identify and access potential competency recognition or development opportunities. 1.6 Maintain records of competency development and convey work-related competencies and experience to relevant people as required.
2. Work within the organisational structure and context	2.1 Develop and use a comprehensive knowledge of the organisation's structure and function. 2.2 Develop and use an understanding of the organisation's context. 2.3 Identify the work unit's position in the organisational structure, examine its relationship with other organisational work units and determine any protocols, difficulties or special requirements. 2.4 Identify and confirm the contribution of the work role and the work unit to the organisation's vision, goals and outcomes. 2.5 Undertake work in a manner that has regard for the workgroup position and the organisation's structure, functioning, culture and vision.
3. Manage own work	3.1 Identify, clarify and prioritise individual work goals. 3.2 Identify and manage risks to the achievement of personal work outcomes in accordance with organisational risk management requirements. 3.3 Select work strategies with regard to applicable work parameters. 3.4 Monitor progress with work against set goals, strategies and outcomes. 3.5 Achieve work goals and revise work plans to attend to ongoing or new responsibilities.

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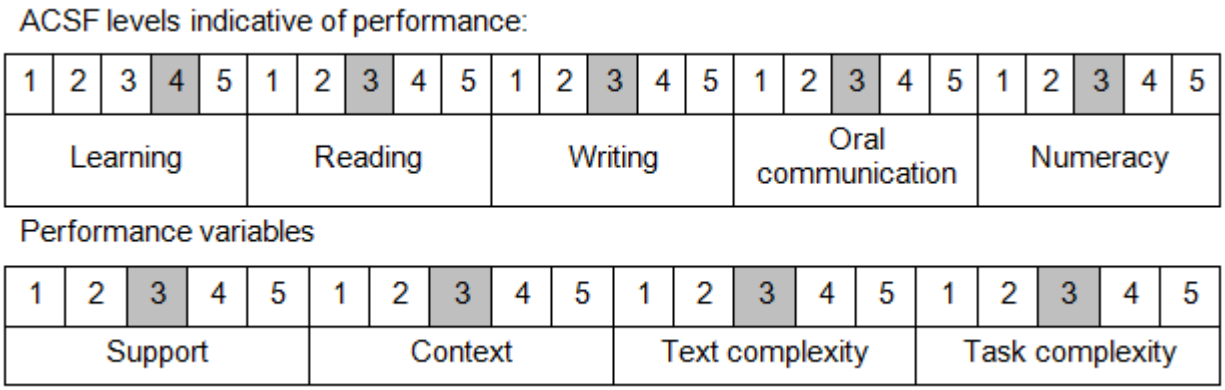
Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.



Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to PSPGOV301B Work effectively in the organisation.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPGEN009 Work effectively in the organisation

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- undertaking self-reflection
- communicating with diverse audiences including discussion of competency recognition or development needs
- presenting/reporting information to others
- writing including work plans, curriculum vitae, records, reports, referrals
- reading and interpreting organisational materials
- planning and time management
- using numeracy skills to manage time and undertake mathematical tasks embedded in information or instructions

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- public sector legislation including work health and safety and environment, regulations, policies, procedures and guidelines relating to work in the public sector
- competency requirements of current duties
- principles of career planning/development and taking responsibility for own learning and development
- self-assessment techniques
- alternative work strategies

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- range of learning and development strategies
- the organisation's risk management procedures

Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPGEN010 Contribute to workgroup activities

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPGOV302B Contribute to workgroup activities. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to contribute as a workgroup member and assist with support, learning and development for others in achieving workgroup goals. It includes establishing workgroup parameters, participating in the workgroup, assisting in learning and development and assisting workgroup members.

This unit applies to those working in generalist or specialist roles within the public sector.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work in teams or autonomously, performing routine tasks in a familiar context.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

General

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Establish workgroup parameters	1.1 Identify and clarify roles, responsibilities and professional working relationships in the workgroup. 1.2 Identify and value individual differences within the workgroup. 1.3 Identify and clarify emotional triggers for self and others to assist in the management of emotional responses to work issues. 1.4 Identify and use the varying cultural expressions of emotion to respond to emotional cues within a diverse workgroup.
2. Participate in the workgroup	2.1 Negotiate workgroup tasks in accordance with individual strengths, personal preferences or development needs. 2.2 Demonstrate cooperation and share knowledge within the group in order to complete tasks. 2.3 Select communication language/style to take account of the task requirements and diversity of workgroup members. 2.4 Address and resolve conflict/problems through discussion in the workgroup, or refer.
3. Assist workgroup members	3.1 Provide support to workgroup members to achieve goals. 3.2 Provide assistance on routine tasks as required. 3.3 Maintain professional working relationships with colleagues. 3.4 Provide assistance with on-the-job learning and development as required.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPGOV302B Contribute to workgroup activities.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPGEN010 Contribute to workgroup activities

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- communicating with diverse audiences for conflict resolution, coaching, negotiation and self-assessment purposes
- applying planning and time management principles
- reading and interpreting workplace instructions, reports and other organisational materials
- writing work plans, records, reports and information materials
- applying numeracy skills to manage time and undertake mathematical tasks embedded in information or instructions
- using necessary workplace technology

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- public sector legislation including work health and safety and environment, regulations, policies, procedures and guidelines relating to work in the public sector
- principles of emotional intelligence and its application to working in a group
- group dynamics
- options for roles and leadership styles in a workgroup
- range of learning and development strategies

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Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPGEN011 Build and maintain internal networks

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPGOV303B Build and maintain internal networks. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to build and maintain internal networks. It includes identifying key internal stakeholders, building network links and participating in internal networks.

This unit applies to those working in a role where the exchange of information between workgroups depends on building and maintaining good internal networks.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit will be working independently where some support is available from a mentor, performing routine tasks in a familiar context.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

General

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Identify key internal stakeholders	1.1 Identify key internal stakeholders and their needs, expectations and roles. 1.2 Identify organisational synergies of networking with key internal stakeholders.
2. Build network links with key internal stakeholders	2.1 Establish and use effective new network links between self and key internal stakeholders. 2.2 Identify and maintain existing effective links between key internal stakeholders and identify and initiate strategies to expand them. 2.3 Use networking strategies to maintain internal networks.
3. Participate in internal networks	3.1 Provide information to internal stakeholders to ensure an understanding of own role and to exchange information to increase workgroup effectiveness. 3.2 Obtain and assess internal stakeholder input and feedback and act upon if necessary. 3.3 Seek assistance to deal with any misunderstandings or conflict situations that arise within internal networks.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPGOV303B Build and maintain internal networks.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPGEN011 Build and maintain internal networks

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- applying legislation, regulations and policies relating to public sector environment
- using interpersonal and group communication, including negotiation and consultation, within diverse internal networks using formal and informal organisational channels
- identifying and obtaining assistance to resolve conflicts in a networking context

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- public sector legislation including work health and safety and environment, regulations, policies, procedures and guidelines relating to work in a public sector environment
- organisational structure and protocols
- principles of interpersonal, group, system and organisational communication
- principles of conflict resolution

Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

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Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPGEN012 Access and use resources and financial systems

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPGOV305B Access and use resources and financial systems. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to access and use resources and financial systems. It includes administering usage of physical resources, operating financial systems and identifying and dealing with discrepancies.

This unit applies to those working in a role where they are required to access and use physical resources, control stock levels and reordering as well as using financial systems.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit will be working independently or as part of a team where some support is available from a mentor, performing routine tasks in a familiar context.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

General

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Access and use resources	1.1 Identify and access resources required to achieve outcomes in the work unit, through consultation with team members. 1.2 Use resources efficiently and effectively.
2. Administer usage of physical resources	2.1 Access and maintain supplies and materials required to support the operation of the workgroup. 2.2 Process orders and maintain records of usage. 2.3 Replace resources within budget limitations and store appropriately to reduce theft and fraudulent activity. 2.4 Maintain asset/resource registers.
3. Operate financial systems	3.1 Apply relevant financial, accounting and reporting procedures. 3.2 Meet audit and legislative requirements.
4. Identify and deal with discrepancies	4.1 Identify and act on discrepancies or reduced resource levels. 4.2 Identify faults, signs of wear and tear or missing resources. 4.3 Check and report discrepancies in financial systems.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPGOV305B Access and use resources and financial systems.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPGEN012 Access and use resources and financial systems

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- reading and interpreting legislative and operational materials related to resources and finances
- completing and processing orders
- securing information and resources
- identifying and dealing with discrepancies
- using record-keeping and financial management technology

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- workplace resource policies, procedures and requirements, including work health and safety requirements
- public sector legislation and operational procedures relating to accessing and using financial and other resources
- security requirements for resources, facilities, people and information
- principles of financial management and stock handling

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Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPGEN013 Implement change

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPGOV306B Implement change. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to implement change in the workplace. It includes preparing for change, implementing and monitoring change in workplace procedures and working with ambiguity in the workplace.

This unit applies to those in a workplace where changes require adapting to new procedures, and providing feedback on the changes.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently and/or as part of a team using support resources as required, performing complex tasks in a range of familiar and unfamiliar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

General

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare for change	1.1 Devise options once the need for change in work practices is accepted within the work unit. 1.2 Identify advantages, disadvantages and consequences of proposed suggestions. 1.3 Discuss suggested workplace changes with supervisor and colleagues and act upon as required. 1.4 Contribute to discussion of change within the workgroup. 1.5 Consider effects upon others of own personal reactions to change and make adjustments to support required change.
2. Implement and monitor change	2.1 Change own work practices according to agreed arrangements. 2.2 Advise and support others to adjust to changes in work practice. 2.3 Promote the benefits of change as opportunity arises. 2.4 Identify opportunities for continuous improvement in the workplace, refer for approval and action. 2.5 Monitor change to determine the effectiveness of revised procedures and advise senior staff of findings.
3. Work with ambiguity in the workplace	3.1 Identify ambiguity and uncertainty relating to changed roles, functions and procedures and apply focused strategies for coping. 3.2 Apply a flexible approach when carrying out instructions for changes to work practices. 3.3 Accommodate issues relating to change that cannot be resolved immediately.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPGOV306B Implement change.

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPGEN013 Implement change

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- applying public sector legislation, policies and guidelines in an environment of change
- consulting and negotiating with a diverse workforce, including peers and supervisors
- observing and evaluating impact of change
- dealing with ambiguity, emotions and stressors related to implementing change

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- public sector legislation including work health and safety and environment, policies and guidelines relating to public sector environments
- principles of adapting to change, group dynamics and workgroup practices
- emotional intelligence
- at least one change management model

Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPGEN014 Organise workplace information

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPGOV307B Organise workplace information. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to organise information in the workplace. It includes collecting, assessing, organising and disseminating information.

This unit applies to those working in an environment where they are required to manage information as part of their role.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit will be working as part of a team or independently where support is available for more complex situations. They will perform routine tasks in a range of familiar and unfamiliar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

General

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Collect and assess information	1.1 Gather and record information within specified timeframes. 1.2 Check information for accuracy. 1.3 Follow confidentiality and privacy procedures.
2. Organise and provide information	2.1 Store and organise information and materials. 2.2 Maintain accurate, up-to-date records in an approved organisational format. 2.3 Organise information following security procedures for access by relevant staff. 2.4 Sort, distribute and communicate incoming information and materials within the area of responsibility and within appropriate timeframes.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPGOV307B Organise workplace information.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPGEN014 Organise workplace information

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- establishing and maintaining filing systems
- applying computer technology to data storage, security, retrieval and presentation
- undertaking basic statistical and numerical manipulation
- problem-solving and referring problems if required

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- public sector legislation including work health and safety and environment
- policies, procedures and guidelines relating to information handling in the public sector, including confidentiality, privacy, security and freedom of information
- organisational information handling and storage procedures
- electronic and manual filing systems

Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

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Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPGEN015 Work effectively with diversity

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPGOV308B Work effectively with diversity. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to work effectively with a diverse range of clients and colleagues, while recognising and valuing individual differences.

This unit applies to those working with diversity in the workplace, in a workgroup and delivering a service to clients.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently and/or as part of a team where support is available for more complex situations, performing routine tasks in a range familiar of contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

General

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Recognise and value individual differences	1.1 Identify diversity of workgroup and the benefits this provides the organisation. 1.2 Acknowledge and use each person's individuality and strengths for the benefit of workplace activities, stakeholder relationships and outcomes. 1.3 Identify and value aspects of diversity which enhance the workplace environment for all.
2. Work effectively with diverse clients and colleagues	2.1 Develop a range of communication styles used to respect and reflect the diversity of the workplace. 2.2 Comply with the requirements of legislation relating to workplace diversity through personal conduct in the workplace. 2.3 Seek feedback from clients and the workgroup to continuously improve personal effectiveness in working with diversity.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance :

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning					Reading					Writing					Oral communication					Numeracy NA					

Performance variables

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

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Unit Mapping Information

This unit supersedes and is equivalent to PSPGOV308B Work effectively with diversity.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPGEN015 Work effectively with diversity

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- using communication styles to suit different audiences and purposes
- demonstrating respect and inclusiveness to people from diverse backgrounds
- accessing and reading documents, including legislation and codes of conduct, and applying them to work practices

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- cultural diversity, including issues of racism, harassment and victimisation
- the benefits of workplace diversity
- organisational policies and procedures

Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

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Links

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PSPGEN016 Address client needs

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPGOV309A Address client needs. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to address client needs. It includes assisting clients to articulate their needs, and exercising judgement to resolve client service issues.

This unit applies to those working in customer service roles within the public service dealing with external clients addressing their needs and resolving issues.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently, performing routine tasks in a range of familiar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

General

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Assist clients to articulate needs	1.1 Explore, specify and agree on client needs. 1.2 Match available services and/or products to client needs. 1.3 Advise clients of options and explain in a manner suited to client requirements. 1.4 Assist clients to evaluate options to satisfy their needs. 1.5 Communicate to clients their rights and responsibilities in relation to the service and/or product.
2. Satisfy client needs	2.1 Determine preferred product and/or service and prioritise for action. 2.2 Develop and deliver customised solutions within limits of own authority. 2.3 Explain reasons why if the required service cannot be provided. 2.4 Recommend an acceptable alternative to clients and if none is available, explain further actions that can be taken.
3. Exercise judgment to resolve client service issues	3.1 Identify potential difficulties in client service delivery and its impact for clients and the organisation. 3.2 Explain options for resolution, within limits of own authority. 3.3 Propose viable options and address issues. 3.4 Refer matters where a solution cannot be found.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPGOV309A Address client needs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPGEN016 Address client needs

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- applying legislation, regulations and policies relating to client service
- communicating with a diverse range of clients
- negotiating variations and changes with clients within limits of own authority and referring to senior staff as required
- using a variety of words and language structures to explain sometimes complex ideas to different audiences

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- public sector legislation including work health and safety and environment, regulations, policies, procedures and guidelines relating to privacy, anti-discrimination and harassment, consumers and environment
- public sector management Acts
- risk management guidelines
- ethics and accountability standards
- public sector standards
- organisational standards for client service

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Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPGEN017 Work in and with small, regional and remote organisations

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPGOV310A Work in and with small, regional and remote organisations. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to work effectively in and with small, regional and remote organisations, by establishing organisational parameters observing protocols and dealing with difficult situations.

This unit applies to those working in a role where they are required to have an understanding of the business and human requirements of small or isolated organisations.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would generally work independently, performing routine tasks in a range of familiar and unfamiliar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

General

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Establish organisational parameters	1.1 Identify the roles of key organisations and stakeholders within those organisations. 1.2 Identify the relationships between organisations and stakeholders. 1.3 Identify types and general features of services available.
2. Operate effectively	2.1 Develop knowledge of current and emerging issues affecting the locality. 2.2 Apply an understanding of challenges facing principal client groups to work activities. 2.3 Apply an understanding of cross-cultural issues in work practices. 2.4 Recognise and promote the value of diversity in the community.
3. Observe protocols	3.1 Apply knowledge of different models of work and current issues impacting on work practices. 3.2 Demonstrate consideration and understanding of the values and philosophy underpinning work undertaken by the organisation. 3.3 Observe cultural protocols, legislation, policies and procedures of the community.
4. Deal with difficult situations	4.1 Identify issues which may cause conflict or misunderstanding between own and other organisations. 4.2 Address difficulties or misunderstandings by considering possible cultural differences and seek assistance if required. 4.3 Refer unresolved issues and problems for follow-up.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

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Unit Mapping Information

This unit supersedes and is equivalent to PSPGOV310A Work in and with small, regional and remote organisations.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPGEN017 Work in and with small, regional and remote organisations

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- applying legislation, regulations and policies relating to the public sector
- consulting, negotiating and resolving conflicts with diverse stakeholders
- building relationships

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- public sector legislation including work health and safety and environment
- regulations, policies, procedures and guidelines relating to the public sector
- organisational protocols and practices
- people management practices and procedures
- internal and external sources of information
- cultural awareness

Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

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Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPGEN018 Work with a coach or mentor

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPGOV311A Work with a coach or mentor. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to work with a coach or mentor. It includes seeking out and arranging for coaching or mentoring, and maximising the value of the experience.

This unit applies to those working in public sector roles but may be applied to anyone working in a similar organisational context.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently performing complex tasks in a range of familiar and unfamiliar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

General

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Arrange for coaching or mentoring	1.1 Identify the need for assistance and the benefits of coaching versus mentoring and discuss with others to determine best option. 1.2 Select coaching or mentoring in accordance with the identified benefits. 1.3 Prepare a checklist to assist in explaining the purpose and desired outcomes of the coaching or mentoring arrangement. 1.4 Obtain assistance where necessary to identify and approach suitable person/s to request coaching or mentoring. 1.5 Negotiate a coaching or mentoring arrangement in accordance with the identified need, personal expectations, ability and availability of the coach or mentor, cultural and other considerations.
2. Work with a coach or mentor	2.1 Establish ground rules and set realistic expectations. 2.2 Explore options to attain goals and prepare a plan to document the arrangement. 2.3 Manage time to achieve learning goals. 2.4 Monitor progress, achieve or adjust goals as required.
3. Maximise coaching or mentoring results	3.1 Take the initiative to build and maintain the coaching or mentoring relationship. 3.2 Obtain information and feedback from coach or mentor by asking questions. 3.3 Use active listening to ensure contact time is used productively and new learning is consolidated. 3.4 Use techniques for resolving differences without damaging the relationship and seek assistance if this is not possible. 3.5 Negotiate closure of the coaching or mentoring arrangement once goals have been met or either party wishes to withdraw.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

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Unit Mapping Information

This unit supersedes and is equivalent to PSPGOV311A Work with a coach or mentor.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPGEN018 Work with a coach or mentor

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- applying legislation, regulations and policies relating to coaching and mentoring in the public sector
- using communication techniques including active listening, questioning, giving and receiving feedback, negotiation and conflict resolution
- planning and setting objectives
- self-assessing learning style, skills gaps and ongoing competency development

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- public sector legislation including work health and safety and environment, regulations, policies, procedures and guidelines relating to privacy, confidentiality, anti-discrimination, harassment, workplace bullying
- the role of coaching and mentoring in competency development and career enhancement
- differences between coaching and mentoring and the benefits of each
- principles of emotional intelligence and its application to working in a one-to-one relationship with a coach/mentor

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Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPGEN019 Use workplace communication strategies

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPGOV312A Use workplace communication strategies. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice

Application

This unit describes the oral and written communication skills required to use workplace communication strategies for interacting with internal and external clients. It includes responding to enquiries, receiving and giving directions, participating in meetings and making presentations in the workgroup.

This unit applies to those working in public sector roles but may be applied to anyone working in a similar organisational context.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work under supervision, while performing routine tasks in a range of familiar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

General

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Respond to enquiries	1.1 Provide responses to enquiries from staff, the public and other clients or refer the matter. 1.2 Use active listening techniques and adapt language and style to address the specific needs of the speaker. 1.3 Resolve conflict in a confidential manner or refer difficult situations to others. 1.4 Ensure content and method of communication complies with public sector legislation, the organisational code of conduct and ethics standards.
2. Receive and give instructions and directions	2.1 Receive, clarify, assess and act upon directions. 2.2 Ensure instructions and directions are conveyed clearly and confirm these with the recipient. 2.3 Provide feedback.
3. Participate in meetings	3.1 Prepare for meeting by reviewing the agenda and other related documents. 3.2 Provide input during meeting in accordance with meeting protocol and objectives. 3.3 Act with respect and trust-building to enhance relationships and meeting outcomes.
4. Make presentations within the workgroup	4.1 Prepare and make a work related presentation that is relevant to the audience and logically structured. 4.2 Use suitable resources or aids to enhance the presentation if applicable. 4.3 Use strategies to engage the listeners. 4.4 Obtain feedback to improve future presentations.

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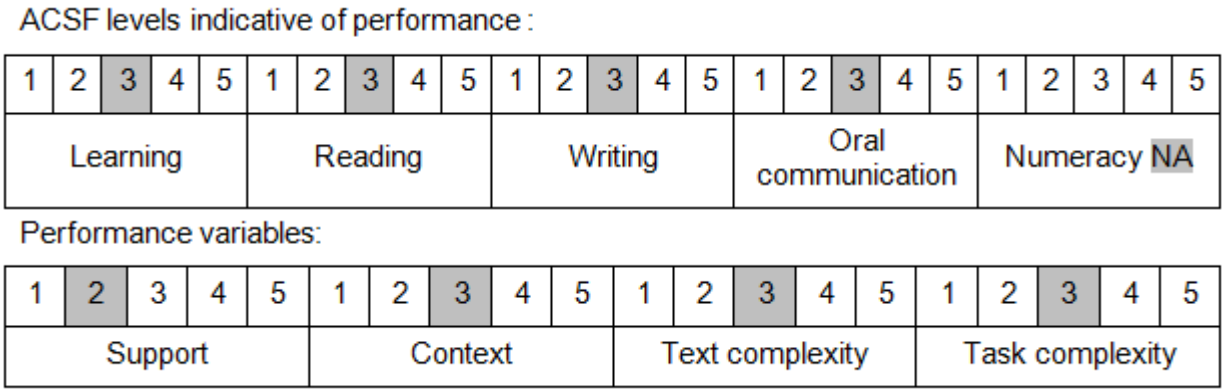
Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.



Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to PSPGOV312A Use workplace communication strategies.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPGEN019 Use workplace communication strategies

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. The candidate must demonstrate evidence of performance of the following on at least one occasion.

- taking part in interpersonal exchanges of information, with some awareness of different registers and strategies for interaction
- clarifying meaning, exploring issues and problem solving or referral
- using information presented in graphic, diagrammatic, or visual form
- using telephones, answering machines/voicemail, computers with audio, presentation software and other communications technology

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- principles of effective communication, including presentations
- knowledge of organisational processes, hierarchy and formal communication channels
- conflict resolution techniques
- meeting formats and requirements

Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

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Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPGEN020 Compose workplace documents

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPGOV313A Compose workplace documents. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to interpret and compose a range of workplace documents from a number of sources. It includes interpreting written information for workplace purposes and preparing written materials.

This unit applies to those working in public sector roles but may be applied to anyone working in a similar organisational context.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit will be working under supervision, performing routine tasks in a range of familiar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

General

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Interpret written information	1.1 Scan workplace materials to identify the subject and key information for using or reporting to others. 1.2 Locate specific information in procedural manuals and codes of practice. 1.3 Scan written materials to locate information for summaries, short reports and responses to requests. 1.4 Identify cultural context and assumed prior knowledge needed for interpretation of workplace information and seek assistance if necessary to interpret complex materials.
2. Compose written materials	2.1 Identify and comply with established protocols for a range of written materials ensuring the target audience and any specific requirements and sensitivities are catered for. 2.2 Plan material in terms of structure, level of formality and key information to be included, ensuring it meets the needs of the intended audience. 2.3 Check material for readability, grammar, spelling and punctuation, and to correct any inaccuracies or gaps in content.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPGOV313A Compose workplace documents.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPGEN020 Compose workplace documents

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- reading and writing at a level to cope with diverse workplace materials
- integrating information from a number of sources in order to generate meaning
- linking ideas in written material through selection and use of words, grammatical structures, headings and punctuation appropriate to the purpose
- spelling, punctuation and grammar for workplace documents at an experienced level
- complying with environmental policies, including those relating to paper use, wastage and recycling

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- public sector legislation including WHS and environment
- regulations, policies, procedures and guidelines relating to written communication in the public sector, including privacy, freedom of information, information security, confidentiality, copyright
- principles of effective written communication
- differences in register/style between workplace communications for different purposes
- organisation protocols for written communication
- organisational policy for paper-based and electronic recordkeeping
- ergonomic requirements for office work

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Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPGEN021 Contribute to conflict management

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPGOV314A Contribute to conflict management. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to contribute to conflict management. It includes recognising the presence of conflict, dealing with emotions, overcoming barriers to communication, gathering facts, agreeing upon and implementing action.

This unit applies to those working in a role where they may be required to deal with conflict in the workplace.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would generally work independently, performing complex tasks in a range of familiar and unfamiliar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

General

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Recognise the presence of conflict	1.1 Recognise and acknowledge conflict situations and/or the potential for conflict. 1.2 Avoid conflict situations where possible, seek assistance when necessary. 1.3 Record actual and/or potential conflict.
2. Deal with emotions	2.1 Reflect on own behaviour and feelings about the situation. 2.2 Recognise and manage own emotions. 2.3 Acknowledge and deal with other parties' emotions in a manner that prevents escalation.
3. Overcome barriers to communication	3.1 Identify barriers to effective communication. 3.2 Use appropriate communication techniques to identify, clarify and confirm factors and issues relevant to the situation, seeking third party support if necessary. 3.3 Take into account social and cultural differences in communication style and approach.
4. Gather the facts	4.1 Encourage the other party to describe the facts as they see them. 4.2 Assess information from the other party, considering emotions or behaviour. 4.3 Share facts objectively from own point of view with the other party. 4.4 Gather and include additional information, to ensure all perspectives are considered.
5. Agree on and implement action	5.1 Determine strategies to resolve the problem in consultation with the other party. 5.2 Obtain approval where necessary on agreed strategies and implement. 5.3 Monitor progress to confirm the effectiveness of the agreed action, complete records and reports. 5.4 Refer, where agreement cannot be reached, on strategies for resolution.

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Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPGOV314A Contribute to conflict management.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPGEN021 Contribute to conflict management

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- using communication techniques with a diverse workforce and client base including assertiveness, listening, non-verbal communication, language style, problem solving
- dealing with difficult situations

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- public sector legislation including WHS and environment, regulations, organisational policies, procedures and guidelines relating to managing conflict in the public sector
- types of conflict in the workplace and typical causes
- conflict theory including signs, stages, levels, factors involved, results
- group processes and roles people play
- organisational structures and workplace culture
- different social and cultural practices
- conflict resolution skills and strategies
- concept of personal power vs. positional power

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Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPGEN022 Give and receive workplace feedback

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPGOV315A Give and receive workplace feedback. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to give and receive feedback in the workplace. It includes seeking and acting on workplace feedback, and providing informal as well as formal feedback in the workplace.

This unit applies to those working in generalist and specialist roles within the public sector.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work under supervision, performing routine tasks in a range of familiar and unfamiliar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

General

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Seek and act on workplace feedback	1.1 Seek feedback on performance and other workplace issues from others. 1.2 Discuss feedback asking questions to clarify understanding, and listening actively to ensure understanding of the issues and any constructive suggestions. 1.3 Consider diversity issues when evaluating feedback to ensure correct interpretation. 1.4 Consider and implement suggestions for improvements made by other workgroup members where appropriate.
2. Provide informal feedback in the workplace	2.1 Consider evidence from a range of sources in providing feedback in the workplace. 2.2 Evaluate performance of self and others and confirm with workgroup members. 2.3 Plan and implement strategies for continuous improvement in consultation with the workgroup, and recognise performance.
3. Provide formal feedback in the workplace	3.1 Identify and clarify standards and criteria for feedback. 3.2 Prepare written or verbal feedback to address required criteria and purpose. 3.3 Consider opinions and ideas where others disagree with feedback provided, amend or support feedback in line with organisational procedures. 3.4 Negotiate and agree upon actions and/or follow-up resulting from formal feedback. 3.5 Report where agreement cannot be reached and take further action if necessary.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPGOV315A Give and receive workplace feedback.

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPGEN022 Give and receive workplace feedback

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- using techniques for maintaining objectivity while giving and receiving feedback
- using communication techniques within a diverse workforce, including negotiating, questioning, clarifying, understanding, active listening, evaluating ideas and opinions
- evaluating workplace performance and issues affecting clients and others

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- public sector legislation, regulations, policies, procedures and guidelines relating to giving and receiving feedback
- organisation policies, practices and procedures relating to feedback
- workplace performance requirements and issues

Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPGEN023 Deliver and monitor service to clients

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPGOV402B Deliver and monitor service to clients. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to identify client needs, deliver a service, monitor through feedback and then review the service.

This unit applies to those working in public sector roles but may be applied to anyone working in a similar organisational context.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would be working under supervision, performing routine tasks in a range of familiar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

General

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Identify and define client needs	1.1 Identify services required by client, ensuring needs of clients are recognised and addressed. 1.2 Identify potential difficulties and address or refer for recommended action.
2. Deliver client service	2.1 Respond to client enquiries. 2.2 Tailor communication to the situation and the client's specific needs. 2.3 Negotiate or use conflict resolution techniques to resolve difficult situations, or refer where appropriate. 2.4 Undertake remedial actions for clients with specific needs or in potential areas of difficulty. 2.5 Use accountability measures, including the organisational client service charter, client service records, grievance procedures and/or external review.
3. Monitor and improve client service delivery	3.1 Monitor service delivery and use feedback to and from colleagues to improve personal service. 3.2 Convey changes in policies and procedures that impact upon client relations. 3.3 Seek advice and assistance where necessary, to deal with client service issues, meeting changing needs and achieving service potential.
4. Review client service	4.1 Monitor procedural aspects of service delivery and maintain records. 4.2 Seek client feedback and propose changes in response to feedback on service development and delivery. 4.3 Carry out modifications to client service within limits and area of responsibility.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

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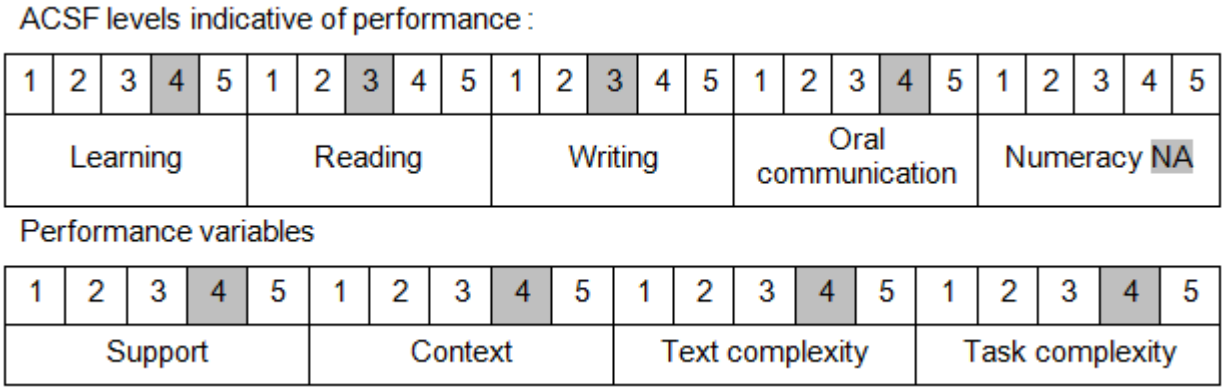

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to PSPGOV402B Deliver and monitor service to clients.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPGEN023 Deliver and monitor service to clients

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- applying legislation, regulations and policies relating to client service
- using communication methods with a diverse range of clients including negotiation and problem solving
- using a variety of words and language structures to explain sometimes complex ideas to different audiences
- analysing feedback on client service delivery
- recommending improvements to client service delivery within organisational constraints

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- legislation, policies, procedures, standards and guidelines relating to client service
- principles of effective client service delivery
- client services provided by the organisation
- limitations of resources for service delivery

Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

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Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPGEN024 Use resources to achieve work unit goals

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPGOV403B Use resources to achieve work unit goals. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to organise available resources at a senior operative level to facilitate achievement of work unit objectives. It includes acquiring and applying available resources, monitoring and reporting on resource usage and maintaining resources.

This unit applies to those working in senior roles within the public sector.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work autonomously, supervising others performing complex tasks in a range of familiar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

General

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Acquire and apply available resources	1.1 Identify available resources and fill gaps in accordance with work unit plans. 1.2 Apply procedures that promote efficient, economical and effective allocation and distribution of resources. 1.3 Handle resources in accordance with established work practices and guidelines.
2. Monitor and report on resource usage	2.1 Monitor and report on trends in resource usage. 2.2 Maintain records of resource usage. 2.3 Operate relevant financial and resource management systems. 2.4 Identify resource shortfalls and make recommendations to address these.
3. Maintain resources	3.1 Maintain resources in accordance with manufacturers' guidelines and service contracts. 3.2 Organise maintenance of resources to facilitate work practices and outcomes. 3.3 Develop contingency plans to ensure operational continuity.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPGOV403B Use resources to achieve work unit goals.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPGEN024 Use resources to achieve work unit goals

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- applying legislation, policy and guidelines relating to resource usage, storage and maintenance
- communicating with diverse people on resource related matters, including maintenance contractors, work unit members, managers
- monitoring outcomes

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- legislation including WHS and environment and sustainability, regulations, policies, procedures and guidelines relating to resource usage
- operational procedures for accessing, storing, maintaining and using resources
- security and fraud control guidelines
- stock handling procedures

Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

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Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPGEN025 Develop and implement work unit plans

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPGOV404B Develop and implement work unit plans. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to develop and implement work unit plans at both the work unit and individual level to achieve results through planning. It includes participating in the planning activities of the work unit, and evaluating work plans.

This unit applies to those working in public sector roles but may be applied to anyone working in a similar organisational context.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work under supervision performing complex tasks in a range of familiar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

General

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Participate in planning activities	1.1 Make contributions to planning that reflect knowledge of corporate goals and their relationship to work unit and individual plans. 1.2 Consider workplace requirements in contributions to work unit plans. 1.3 Complete planning activities within the defined timeframe and meet the organisation's requirements. 1.4 Seek and act upon feedback in relation to effectiveness of input to planning activities.
2. Prepare individual work plans	2.1 Ensure work plan objectives are consistent with and linked to organisational and work unit aims. 2.2 State objectives as measurable targets with clear performance indicators. 2.3 Explore innovative and cost effective options for achieving objectives and align to organisational aims. 2.4 Use individual work plans to promote the achievement of work unit objectives and to reflect personal and organisational accountability to all clients. 2.5 Collaborate with other workgroup members to integrate individual plans and build working relationships.
3. Implement and evaluate work plans	3.1 Identify work methods and practices to implement plans in consultation with others. 3.2 Monitor and balance workload and work flows. 3.3 Complete work in accordance with work plans and meet time and workplace requirements. 3.4 Monitor problems in implementing work plans and propose solutions within area of responsibility. 3.5 Revise work plans according to changes in work priorities and organisational needs.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

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Unit Mapping Information

This unit supersedes and is equivalent to PSPGOV404B Develop and implement work unit plans.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPGEN025 Develop and implement work unit plans

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. In not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- planning own work to achieve goals
- engaging in collaborative planning with other workgroup members
- applying problem solving
- monitoring and evaluation of progress towards work unit goals
- negotiating goals and outcomes

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- public sector legislation including WHS and environment, regulations, policies, procedures and guidelines relating to work planning in the public sector
- effective planning processes
- policies and procedures on sustainable practice
- corporate goals or aims
- organisational procedures
- importance of aligning work unit plans with organisational goals

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Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPGEN026 Provide input to change processes

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPGOV405B Provide input to change processes. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to understand the reasons for change and to initiate specific changes related to the work unit. It includes suggesting options and opportunities for change, encouraging commitment to workplace change, monitoring and evaluating change and dealing with ambiguity in the change process.

This unit applies to those working in public sector roles but may be applied to anyone working in a similar organisational context.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently, performing complex tasks in a range of familiar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

General

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Suggest options and opportunities for change	1.1 Identify the need for change in work practice within the work unit, seek suggestions and devise options. 1.2 Suggest options and opportunities for change to improve efficiency and effectiveness of the workgroup and the work environment. 1.3 Consider the broader workplace context, including future trends, in suggestions for change. 1.4 Analyse risk factors affecting change to identify possible constraints.
2. Encourage commitment to workplace change	2.1 Provide positive encouragement to implement workplace change. 2.2 Identify and consider the needs and viewpoints of individuals when implementing change. 2.3 Develop communication strategies and provide support to colleagues on adjusting to change. 2.4 Identify and deal with issues requiring further action.
3. Monitor and evaluate change	3.1 Monitor implementation of change and provide prompt and constructive feedback on individual and group work practices. 3.2 Receive suggestions for improvements made by workgroup members positively and act upon where appropriate. 3.3 Evaluate work activities based on feedback from workgroup members and other stakeholders. 3.4 Collect evidence and information on the impact of change and report. 3.5 Negotiate recommendations for improving methods or techniques to manage change. 3.6 Share experience from the implementation of change with others and transfer to other change initiatives.
4. Deal with ambiguities in the change process	4.1 Recognise and accept the need to operate within constraints beyond one's own control. 4.2 Identify areas of ambiguity in proposed change. 4.3 Develop options for dealing with ambiguity and criteria for

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	assessing those options and communicate to the workgroup. 4.4 Select best option, undertake work and handle ambiguity in accordance with option determined. 4.5 Identify and communicate the impact of change and related issues to management as required.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPGOV405B Provide input to change processes.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPGEN026 Provide input to change processes

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- communicating with a diverse range of individuals at different levels in the organisation
- applying problem solving strategies in the context of managing ambiguity and change
- working in teams
- applying monitoring and observation methods
- giving and receiving feedback, including ‘managing upwards’

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- legislation, policy and procedures relating to public sector workplaces
- change management models and their application to the work environment
- organisational structure and culture
- the nature of change and its effects in the workplace, including occupational health and safety issues
- group dynamics
- emotional intelligence

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Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPGEN027 Gather and analyse information

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPGOV406B Gather and analyse information. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to collect and analyse information to achieve work unit objectives and meet client needs. It includes identifying and collecting information, analysing and interpreting information, developing and applying workable solutions, presenting information and maintaining information.

This unit applies to those working in public sector roles but may be applied to anyone working in a similar organisational context.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently, performing complex tasks in a range of familiar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

General

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Identify and collect information	1.1 Identify nature, extent and purpose of required information. 1.2 Identify and access internal and external sources to produce required information. 1.3 Collect, organise, record and report information. 1.4 Organise information collected in a way that enables easy access and retrieval by other staff.
2. Analyse and interpret information	2.1 Evaluate information and its sources for relevance and validity to business and/or client requirements. 2.2 Analyse information as required to identify key issues. 2.3 Carry out detailed analysis of information as required using relevant techniques including mathematical calculations.
3. Develop and apply workable solutions	3.1 Develop workable solutions to business and/or client requirements. 3.2 Communicate or implement proposed solutions as required. 3.3 Report and present information in required medium using relevant technology.
4. Maintain information	4.1 Maintain information and records to ensure data and system integrity using a range of standard and complex information systems and operations. 4.2 Reconcile routine data and records as required. 4.3 Identify and correct inadequacies in system/s relating to information retrieval or reported to relevant staff as required.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

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Unit Mapping Information

This unit supersedes and is equivalent to PSPGOV406B Gather and analyse information.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPGEN027 Gather and analyse information

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- accessing and using information ethically and legally
- using manual and computerised techniques for information management
- applying computer technology to data storage, security, retrieval and presentation
- using basic statistical and numerical manipulation
- using critical analysis techniques
- communicating with colleagues and supervisors
- presenting information in different ways
- using problem solving techniques and referring problems as required

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- public sector legislation including WHS and environment
- policies, procedures and guidelines relating to information handling in the public sector, including confidentiality, privacy, security, freedom of information
- data collection and management procedures
- organisational information handling and storage procedures
- cultural aspects of information and meaning
- sources of public sector work-related information
- economic, legal, security and social issues surrounding the use of information

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- public sector standards
- electronic and manual filing systems
- databases and data storage systems

Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPGEN028 Provide a quotation

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPGOV407B Provide a quotation. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to conduct a cost-benefit analysis and the preparation of written or oral quotations to provide goods or services to others. It includes clarifying requirements, establishing costs and availability of resources, preparing estimates, preparing and submitting quotations and taking follow up action.

This unit applies to those working in generalist or specialist roles within the public sector.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently, performing complex tasks in a range of familiar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

General

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Clarify requirements	1.1 Confirm requirements with the funder and/or purchaser. 1.2 Conduct market research to confirm the viability of providing a quotation.
2. Establish costs and availability of resources	2.1 Obtain costs for labour, equipment or materials and include in the quotation in full. 2.2 Confirm availability of equipment, materials or personnel for the timeframe required. 2.3 Include infrastructure costs to the organisation of providing the goods or services. 2.4 Include cost or benefit from any asset disposal at the conclusion of the contract.
3. Prepare estimate	3.1 Prepare estimate to take account of all requirements and allow for contingencies. 3.2 Structure estimate to provide for cost recovery or to return a profit. 3.3 Estimate costs to enable provision of goods or services to the standards required by the client. 3.4 Check estimate for accuracy.
4. Prepare and submit quotation	4.1 Include required details to meet client requirements. 4.2 Submit quotation within required timeframe.
5. Take follow up action	5.1 Negotiate changes and variations to the quotation to meet the needs of the client and the organisation. 5.2 Evaluate proposal, outcome and preparation process based on feedback from a range of stakeholders and use results to improve subsequent quotations.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

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Unit Mapping Information

This unit supersedes and is equivalent to PSPGOV407B Provide a quotation.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPGEN028 Provide a quotation

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- using numeracy for selecting and applying mathematical concepts, estimating, checking reasonableness of results
- using mathematical language to communicate mathematical information
- managing financial and other resources
- using literacy for oral clarification of issues and negotiating variations and changes with clients
- using required language and style for written quotations
- using technical and other vocabulary
- applying research and analysis methods
- using problem solving including conceptual/reasoning skills
- networking with clients, suppliers and stakeholders

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- public sector legislation including WHS and environment, guidelines, policies and practices relating to providing quotations for services
- organisational tendering guidelines, policies and practices
- financial accountability requirements
- legal requirements of selling government services
- implications of contracting agreements where government is the provider

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- whole-of-life considerations
- disposals considerations including legal aspects of disposals
- approval processes
- tendering management processes

Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPGEN029 Value diversity

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPGOV408A Value diversity. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to value diversity in the workplace. It includes promoting the benefits of diversity and contributing to diversity outcomes.

This unit applies to those working in public sector roles but may be applied to anyone working in a similar organisational context.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would be working independently, possibly supervising others, performing complex tasks in a range of familiar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

General

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Promote the benefits of diversity	1.1 Analyse the diversity of the workgroup to identify the strengths and differences that benefit both staff and the organisation. 1.2 Explain workplace diversity issues, benefits and risks to others, using language and supporting material suitable to their needs and the situations they are likely to experience. 1.3 Identify and promote diversity training and awareness programs 1.4 Use opportunities for leadership in, and advocacy of workplace diversity.
2. Contribute to diversity outcomes	2.1 Maintain knowledge of diversity principles and practices that apply to the workplace. 2.2 Assist others to ensure work practices contribute to diversity benefits. 2.3 Develop a range of communication styles suitable for the workplace and its clients. 2.4 Provide managers with feedback on diversity policies, strategies and practices/services.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance :

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning					Reading					Writing					Oral communication					Numeracy NA					

Performance variables

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

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Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to PSPGOV408A Value diversity.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPGEN029 Value diversity

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- using communication styles to suit different audiences and purposes
- communicating with people from diverse backgrounds
- identifying racist behaviours
- explaining complex and formal documents, including legislation and codes of conduct, and applying them to work practices
- demonstrating a clear commitment to the principles and practices of workplace diversity

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- aspects of cultural diversity, including issues of racism, discrimination, harassment and victimisation
- direct versus indirect discrimination
- definitions of diversity
- benefits of workplace diversity
- principles and practices of cultural awareness
- avoidance of gender bias in language
- productive diversity principles including flexibility, multiplicity, devolution, negotiation and pluralism
- institutional racism and resulting indirect discrimination
- jurisdictional legislation and standards that underpin or impact on workplace diversity

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- public sector policies, practices and procedures related to diversity, including those related to the provision of language services

Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPGEN030 Provide support to Parliament

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPGOV409A Provide support to Parliament. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to provide procedural and administrative support and advice to the Parliament, its committees and services. It includes exercising Parliamentary protocols, providing secretariat services, researching and presenting information and advice, assisting in the preparation of proposed legislation, providing community liaison and Parliamentary relations services, and presenting seminars.

This unit applies to those working in generalist and specialist roles within the public sector.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently, performing complex tasks in a range of familiar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

General

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Exercise Parliamentary protocols	1.1 Identify confidential and sensitive issues and maintain confidentiality. 1.2 Identify and apply Parliamentary conventions and traditions according to the occasion, location and participants. 1.3 Identify and adhere to strict protocols for Parliament, and assist others in the application of these protocols in accordance with required behaviour. 1.4 Assess situations and conduct self to suit the occasion. 1.5 Assess situations where apparently conflicting protocols might apply and decide on appropriate action, or refer for advice.
2. Provide secretariat services	2.1 Identify the scope and type of committee, and the Chair's role and responsibilities to ensure the provision of advice and administrative support meets committee requirements. 2.2 Provide administrative services to support the committee system and the individual inquiries. 2.3 Provide briefing papers for meetings and information gathering activities in the timeframe set by the relevant committee. 2.4 Provide drafting services that result in reports that are well structured, defensible, based on comprehensive and balanced information and meet organisational requirements for style, language and content. 2.5 Implement strategies to ensure the effective promotion of committee reports.
3. Research and present information and advice	3.1 Conduct research to respond to requests for information and/or advice and to support the information gathering activities of committees. 3.2 Determine the context, purpose and audience for the information and/or advice and develop a research methodology to suit. 3.3 Analyse policy and legislation, search databases and conduct interviews as required to obtain the necessary information in accordance with the research methodology. 3.4 Provide, analyse and present information and/or advice.

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	3.5 Respond to requests for information and/or advice or provide information on what steps are being taken to address the request.
4. Assist in the preparation of proposed legislation	4.1 Provide administrative services to support departmental processes for the preparation and submission of proposed legislation. 4.2 Provide administrative services to support the Parliamentary and Cabinet process for the enacting of legislation. 4.3 Provide administrative support to assist with the drafting of amendments and Private Members' Bills.
5. Provide community liaison and Parliamentary relations services	5.1 Implement strategies to promote public awareness of, and participation in, committee inquiries. 5.2 Promote inter Parliamentary relations through the provision of advice and support that facilitates the conduct of Parliament's regional and international affairs. 5.3 Assist incoming and/or outgoing delegations and Parliamentary visitors in accordance with the agreed program and visit objectives. 5.4 Facilitate international cooperation through provision of assistance and information.
6. Present seminars	6.1 Update seminar content and supporting documentation and tailor to meet specific audience needs and interests. 6.2 Provide information and education services to promote public knowledge and awareness of, and interaction with, the Parliament. 6.3 Seek feedback from seminar participants to gauge satisfaction and suggestions for improvement, and act on recommendations.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPGOV409A Provide support to Parliament.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPGEN030 Provide support to Parliament

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- interacting and communicating with Members of Parliament, the community and other stakeholders, targeting language and content to suit the audience and purpose
- questioning to clarify research and/or information requests
- using a variety of research skills, methodologies, strategies and information databases
- applying statutory interpretation of Acts, Bills and subordinate legislation
- preparing research reports using complex language structures and terminology and requiring precision of expression and a balance between brevity and detail

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of the knowledge demonstrated must be appropriate to the job context of the candidate.

- Westminster System
- separation of powers
- system of government (bicameral/unicameral Parliament)
- role and functions of Parliament
- role and structures of Parliamentary committees
- application of statutory requirements imposed by central agencies, including Treasury, Premiers, Prime Minister and Cabinet
- Parliamentary practices and procedures, including petitions, Ministerial statements, Question Time, Questions without Notice, Questions on Notice, debates, Hansard reporting

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- Parliamentary protocols and ethical requirements
- standing and session orders
- Members' roles in political process
- Members' interest resolution
- Parliamentary process and how it affects operational objectives and timeframes
- Cabinet processes
- Bill to Act process
- budget and estimates processes
- balance of power
- e-petitions
- machinery of Government and administrative arrangements
- document purposes – to persuade, inform, stimulate discussion
- plain English standards
- work health and safety procedures relating to the Parliamentary environment

Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPGEN031 Undertake career planning

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPGOV410A Undertake career planning. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to plan one's own career. It includes self-assessment of skills and abilities, investigation of possible career opportunities, developing and implementing a career plan and monitoring progress against the plan.

This unit applies to those working in generalist or specialist roles within the public sector.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently performing complex tasks in a range of familiar and unfamiliar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

General

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Conduct self-assessment	1.1 Identify life and work experiences and current and potential abilities and rank in order of importance. 1.2 Explore personal values and preferences relating to future careers. 1.3 Prepare a personal profile that identifies career related characteristics.
2. Identify possible career opportunities	2.1 Research careers to identify those with continuing longevity, and identify their requirements. 2.2 Identify and explore information sources for indicators, trends and information on potential career opportunities. 2.3 Assess existing and emerging careers and identify their skill, qualification or experience requirements. 2.4 Analyse the nature of the workforce, trends and opportunities and identify associated skill needs.
3. Develop and implement career plan	3.1 Identify preferred future career and associated skill requirements and compare with current strengths. 3.2 Analyse gaps to identify those skills that are common to both preferred future career and the organisation’s requirements. 3.3 Establish career goals and develop a career plan that identifies immediate priorities as well as a longer term strategy for gaining experience and skills development. 3.4 Initiate career development activities.
4. Monitor progress	4.1 Monitor the acquisition of skills and experience and seek feedback on achievement of performance requirements. 4.2 Consider feedback and integrate as necessary into the career plan. 4.3 Monitor the organisation’s requirements and adjust career plan to take account of new information, environment and/or culture. 4.4 Monitor preferred career requirements and progress towards career goals and adjust as required.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

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Unit Mapping Information

This unit supersedes and is equivalent to PSPGOV410A Undertake career planning.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPGEN031 Undertake career planning

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- analysing strengths, weaknesses, opportunities, threats (SWOT)
- conducting skills audits and skills gap analyses
- developing strategies for the management of one's own career
- managing personal change and planning

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- strategic approach to career planning
- self-assessment to identify values and preferences
- performance management
- career development options
- workforce trends
- succession planning
- changing demographics and workforce skill needs
- organisational planning for human resources at a strategic level

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Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPGEN032 Deal with conflict

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPGOV411A Deal with conflict. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to handle difficult interpersonal situations and address the conflicts that may arise in day to day work activities. It includes identifying the cause of conflict, establishing and implementing strategies for dealing with conflict and evaluating the response and outcomes.

This unit applies to those working in generalist and specialist roles within the public sector.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently, performing complex tasks in a range of familiar and unfamiliar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

General

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Identify the cause of conflict	1.1 Analyse the conflict situation, including the cause, and establish the position of each party. 1.2 Take steps to prevent escalation of the conflict. 1.3 Accept and treat all points of view with respect. 1.4 Identify, clarify and confirm factors and issues relevant to the situation. 1.5 Initiate proceedings to settle the conflict with minimal delay.
2. Establish and implement strategies for dealing with conflict	2.1 Encourage all parties involved in the conflict to take shared responsibility for finding a solution to the situation. 2.2 Select a strategy for resolution, taking into account social and cultural differences and consistency with organisational policies and procedures. 2.3 Provide assertive feedback to the parties and accept constructive feedback from the parties non-defensively. 2.4 Agree on outcomes that meet individual requirements. 2.5 Seek assistance where necessary.
3. Evaluate response and outcome	3.1 Maintain records and reports. 3.2 Provide accurate and constructive observations of incidents in reviewing and debriefing the situation. 3.3 Evaluate and review effectiveness of response.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPGOV411A Deal with conflict.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPGEN032 Deal with conflict

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- communicating strategies with a diverse workforce and client base including strategies of assertiveness, listening, non-verbal communication, language style, problem solving
- using problem solving to deal with unexpected issues or attitudes
- dealing with difficult situations and people

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- public sector legislation including WHS and environment, regulations, organisational policies, procedures and guidelines relating to conflict in the public sector workplace
- types of conflict in the workplace and typical causes
- conflict theory including signs, stages, levels, factors involved, results
- group processes and roles people play
- organisational structures and workplace culture
- different social and cultural practices
- conflict resolution skills and strategies
- personal power and positional power
- grievance procedures in the public sector

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Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPGEN033 Use advanced workplace communication strategies

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPGOV412A Use advanced workplace communication strategies. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to use advanced workplace communication strategies. It includes dealing with complex enquiries and/or complaints, giving directions, managing meetings and giving presentations.

This unit applies to those working in public sector roles but may be applied to anyone working in a similar organisational context.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit will be working independently, with possible supervisory responsibilities, performing complex task in a range of familiar and unfamiliar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

General

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Deal with complex enquiries and/or complaints	1.1 Establish relationship with the client by displaying understanding towards client needs, and the nature of complaint and/or enquiry by listening, questioning and confirming. 1.2 Record complaint and/or enquiry, and verify with the client. 1.3 Obtain documentation to support complaint and/or enquiry if required. 1.4 Identify action available under organisational policies, and follow procedures to respond to and resolve complaint and/or enquiry. 1.5 Identify and refer complaints and/or enquiries that require other personnel or external organisations' input to resolve. 1.6 Advise client of action taken to resolve the complaint and/or enquiry and record.
2. Give directions	2.1 Give ethical, lawful and reasonable directions to others, and protect staff from reprisals for refusing directions to act unethically. 2.2 Give directions and confirm understanding of directions. 2.3 Resolve problems or refer if required. 2.4 Provide feedback on implementation.
3. Manage meetings	3.1 Clarify purpose of each meeting and develop the agenda in consultation with participants. 3.2 Select procedure for each meeting and style of facilitating. 3.3 Chair meetings in accordance with agreed conventions for the type of meeting and legal and ethical requirements. 3.4 Ensure meetings are focused on the objectives of the meeting and are time efficient. 3.5 Enable participation, discussion, problem solving and resolution of issues by all those present. 3.6 Summarise decisions and recommendations, check for accuracy and record as required.
4. Make presentations	4.1 Make presentations to a range of audiences. 4.2 Structure presentations logically and ensure they contain relevant information to meet the purpose of the presentation. 4.3 Create, organise and select supporting materials and presentation aids to enhance audience understanding of key concepts and ideas.

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	4.4 Choose presentation strategies to match the characteristics of the target audience, the location, the resources and the personnel needed. 4.5 Evaluate effectiveness of the presentation formally and informally for the purpose of continuously improving future presentations.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPGOV412A Use advanced workplace communication strategies.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPGEN033 Use advanced workplace communication strategies

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- speaking and listening relating to sustained and sometimes complex communication exchanges
- taking part in interpersonal exchanges of information, with a flexible use of register and strategies for interaction
- dealing with complaints, clarifying meaning, exploring issues and using problem solving or referral
- deriving meaning from sustained oral discussions
- using observation to read non-verbal cues, especially those relating to culture, ethnicity, emotional state
- using presentation software

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- public sector legislation including WHS and environment, regulations, policies, procedures and guidelines relating to workplace communication
- complaints procedures
- conflict resolution techniques
- knowledge of organisation processes and hierarchy
- official communication channels
- organisational protocols and etiquette for oral communication

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- meeting formats and facilitation/chairing requirements to suit
- presentation styles to suit different audiences

Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPGEN034 Compose complex workplace documents

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPGOV413A Compose complex workplace documents. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to compose written complex workplace documents. It includes interpreting and evaluating workplace information and editing.

This unit applies to those working in generalist and specialist roles within the public sector.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently performing complex tasks in a range of contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

General

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Interpret and evaluate workplace information	1.1 Seek information from inside and outside the organisation and analyse sources for reliability. 1.2 Distinguish cultural context of the information and use to aid in interpretation. 1.3 Analyse information for relevance to own work and seek assistance with interpretation of complex materials. 1.4 Identify assumed prior knowledge underpinning workplace information and gather additional information if necessary. 1.5 Advise implications of information to relevant personnel.
2. Compose complex written materials	2.1 Determine the purpose, objectives and format for the materials. 2.2 Seek, collate and assess information to inform the document. 2.3 Determine content, structure and sequencing of materials in line with the purpose and intended audience. 2.4 Consider options for inclusion. 2.5 Assess possible impact on the target audience and counter potential criticism where necessary. 2.6 Review composed material to confirm objectives, organisational and legislative requirements are met, and submit materials within required timeframes.
3. Edit written material	3.1 Confirm intent of the communication. 3.2 Check content and proofread for grammar, spelling and punctuation. 3.3 Assess communication in light of the needs of the intended audience. 3.4 Make recommendations for improvement if necessary and record. 3.5 Amend information if required, and submit for approval.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

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Unit Mapping Information

This unit supersedes and is equivalent to PSPGOV413A Compose complex workplace documents.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPGEN034 Compose complex workplace documents

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- integrating information from a diverse number of sources in order to generate meaning
- writing and sequencing abstract concepts according to the required purpose of written material
- linking complex ideas in written material through selection and use of words, grammatical structures, headings and punctuation appropriate to the purpose

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- public sector legislation including WHS and environment
- regulations, policies, procedures and guidelines relating to written communication in the public sector, including privacy, freedom of information, information security, confidentiality and copyright
- principles of effective written communication at a high level of complexity
- differences in register/style between workplace communication for different purposes
- government style manual
- organisation protocols for complex written communication
- channels of communication and processes for obtaining advice and approvals
- organisational policy for recordkeeping – paper-based and electronic

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Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPGEN035 Provide workplace mentoring

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPGOV414A Provide workplace mentoring. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to establish and develop a professional mentoring relationship. It includes establishing the need for mentoring, developing a mentoring plan, facilitating the mentoring relationship, terminating the mentoring arrangement, and evaluating the effectiveness of mentoring.

This unit applies to those working in generalist and specialist roles within the public sector.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently, performing complex tasks in a range of familiar and unfamiliar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

General

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Establish the need for mentoring	1.1 Identify purpose of the mentoring relationship. 1.2 Clarify expectations and goals of the mentoring relationship with the other party. 1.3 Identify and confirm skill sets that may be shared within the objectives of the mentoring relationship. 1.4 Negotiate and agree upon a mentoring agreement in accordance with the identified need, personal expectations and cultural or other considerations.
2. Develop a mentoring plan	2.1 Identify the scope and boundaries of the mentoring relationship. 2.2 Establish ground rules and negotiate realistic expectations. 2.3 Establish and maintain confidentiality of the relationship. 2.4 Manage the perceptions of others outside the mentoring relationship.
3. Facilitate mentoring relationship	3.1 Share personal experiences and knowledge with the person being mentored, in accordance with agreed objectives. 3.2 Support the person being mentored to develop skills in problem solving and decision making. 3.3 Use personal and professional networks to assist the person being mentored. 3.4 Assist the person being mentored to identify and access opportunities for development. 3.5 Use techniques for resolving differences without damaging the relationship, or seek assistance.
4. Monitor mentoring relationship	4.1 Provide planning assistance and guidance as requested. 4.2 Provide feedback on progress towards achieving the expectations and goals of the mentoring process. 4.3 Recognise and discuss changes in the mentoring relationship. 4.4 Negotiate and manage closure of the mentoring arrangement.
5. Evaluate effectiveness of mentoring	5.1 Establish and discuss benefits gained from the mentoring process. 5.2 Identify and report the benefits and outcomes of the mentoring arrangement for the organisation.

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Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPGOV414A Provide workplace mentoring.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPGEN035 Provide workplace mentoring

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- setting goals
- engaging in relationship building including trust, confidentiality and rapport building
- using communication strategies, including listening, questioning, giving and receiving feedback

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- public sector legislation including WHS and environment, regulations, policies, procedures and guidelines relating to the provision of workplace mentoring in the public sector
- cultural diversity related to mentoring
- codes of conduct
- codes of ethics
- learning styles
- mentoring methodologies and strategies
- acceptable behaviour in the mentoring relationship

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Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPGEN036 Provide workplace coaching

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPGOV415A Provide workplace coaching. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to provide on the job coaching to colleagues. This unit has no parity with National Workplace Trainer standards, but reflects the situation in many workplaces where formal and informal on the job coaching is extremely common. It includes preparation for coaching, and provision of and follow-up of coaching.

This unit applies to those working in generalist and specialist roles within the public sector.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently, performing complex tasks in a range of familiar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

General

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare for coaching	1.1 Confirm the need for coaching. 1.2 Identify specific coaching needs through discussion with the colleague to be coached. 1.3 Undertake self-assessment of own competencies and coaching style and confirm compatibility with colleague's needs and learning style. 1.4 Obtain approval for coaching arrangement. 1.5 Negotiate coaching agreement with the colleague.
2. Provide coaching	2.1 Explain and agree upon the principles and application of coaching. 2.2 Explain and demonstrate specific competencies to be coached. 2.3 Communicate any required underpinning knowledge and skills in a manner suited to the person's specific needs. 2.4 Check the understanding of the person being coached. 2.5 Provide the opportunity to practise and ask questions. 2.6 Provide feedback and review goals with the person being coached and adjust as necessary.
3. Follow up coaching	3.1 Monitor progress with new competencies in the workplace and provide supportive assistance as required. 3.2 Report progress. 3.3 Identify and rectify performance problems or difficulties with the coaching or refer for follow up. 3.4 Maintain confidentiality regarding coaching arrangements. 3.5 Manage the perceptions of those outside the coaching arrangement.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPGOV415A Provide workplace coaching.

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPGEN036 Provide workplace coaching

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- providing supportive on-the-job coaching with constructive and supportive feedback
- planning coaching content, reviewing and adjusting goals
- seeking out and reviewing information related to work activities in which coaching is to occur
- giving instructions to others being coached
- seeking and providing feedback on coaching session
- self-assessing coaching sessions and modifying techniques as a result
- questioning about aspects of skills learnt
- dealing with situations where there is a communication breakdown due to language, cultural or other barriers

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the element and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- public sector legislation including WHS and environment, regulations, policies, procedures and guidelines relating to provision of workplace coaching
- current competency in the area being coached
- basic principles and theory of coaching (explanation, demonstration, review, trainee explanation, trainee demonstration, feedback)

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Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPGEN037 Monitor performance and provide feedback

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPGOV416A Monitor performance and provide feedback. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to monitor the work performance of another person and provide feedback.

This unit applies to those working in generalist and specialist roles within the public sector.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently, with supervisory responsibilities, performing complex tasks in a range of familiar and unfamiliar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

General

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Plan for performance monitoring and feedback	1.1 Identify and agree upon standards for performance monitoring in consultation with stakeholders. 1.2 Provide agreed standards to the parties directly involved in the performance monitoring process. 1.3 Identify or develop performance monitoring processes and guidelines and provide to the parties directly involved.
2. Monitor performance and document outcomes	2.1 Gather evidence relating to performance from a range of sources. 2.2 Assess performance. 2.3 Discuss and document performance monitoring decisions.
3. Provide feedback and determine action	3.1 Provide feedback on the outcome of performance monitoring to the person monitored, and to other personnel as agreed in the relevant guidelines. 3.2 Negotiate agreement on follow-up required with the person monitored, and document an action plan. 3.3 Prepare reports and take further action if necessary where agreement cannot be reached. 3.4 Identify and include learning and development opportunities related to performance standards as required. 3.5 Use ongoing monitoring to ensure that follow-up occurs in accordance with agreement.
4. Review performance monitoring and feedback	4.1 Gather information related to the performance monitoring process from all stakeholders. 4.2 Review the performance monitoring process and amend if necessary to enhance its validity, reliability, efficiency and fairness.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

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Unit Mapping Information

This unit supersedes and is equivalent to PSPGOV416A Monitor performance and provide feedback.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPGEN037 Monitor performance and provide feedback

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- communicating with members of a diverse workforce, including negotiating, questioning, clarifying, understanding, active listening, evaluating the ideas and opinions of others
- identifying learning and development opportunities

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- legislation, regulations, policies, procedures and guidelines relating to performance monitoring
- organisation policies, practices and procedures
- workplace performance requirements and issues
- performance monitoring requirements
- expertise in work being performance monitored

Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

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Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPGEN038 Identify and treat risks

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPGOV417A Identify and treat risks. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to identify and treat risk using the organisation's risk management procedures and treatments. It applies to the risks inherent in all aspects of everyday work in the public sector as well as to specific functional activities and projects related to the particular mandate of the organisation. It includes establishing the risk context, analysing and evaluating risks and monitoring and reviewing the risk treatment plan.

This unit applies to those working in generalist or specialist roles within the public sector.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently, performing complex tasks in a range of familiar and unfamiliar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

General

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Establish the risk context	1.1 Establish the nature and extent of the work activity within the broader organisational context. 1.2 Identify and document outcomes to be achieved. 1.3 Analyse relationship between the activity and its environment and identify critical factors in the environment that may impact on the achievement of outcomes. 1.4 Identify and consult stakeholders to understand their opinions, concerns and needs. 1.5 Determine risk evaluation criteria for the activity.
2. Identify risks	2.1 Select method/s for identifying risks in accordance with risk management policy and procedures, budgetary and time constraints relative to the type of activity to be undertaken. 2.2 Identify and document sources of risk as required. 2.3 Identify and record risk events related to each source of risk. 2.4 Undertake consultation to ensure all possible risks are identified.
3. Analyse risks	3.1 Analyse and rate the probability of identified risks occurring and consequences. 3.2 Consider current control measures for any of the identified risks in the risk analysis, and analyse and include residual risks if necessary. 3.3 Determine levels of risk in accordance with risk matrix used by the organisation. 3.4 Consult as required to confirm risk levels, and document analysis.
4. Evaluate risks	4.1 Evaluate risks by comparing the level of risk with risk evaluation criteria established at the beginning of the risk management process. 4.2 Consider the importance of the activity, its outcomes and the degree of control over the risks. 4.3 Consider potential and actual losses which may arise from the risk. 4.4 Take into account benefits and opportunities presented by the risk. 4.5 Identify risks as acceptable or unacceptable in accordance with risk evaluation criteria, and obtain approval. 4.6 Prioritise unacceptable risks and document the reason/s for

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	acceptance of risks.
5. Treat risks	5.1 Determine options for treating risks. 5.2 Select the best treatment option and undertake a cost-benefit analysis. 5.3 Prepare, approve and communicate a risk treatment plan to those who will be involved in implementation. 5.4 Negotiate changes required to operational structure, procedures or staffing in order to implement risk treatments. 5.5 Organise resources and implement risk treatment plan.
6. Monitor and review risk treatment plan	6.1 Monitor changes in the organisational environment and factors impacting on the organisation for their impact on risks and existing risk treatments. 6.2 Monitor and adjust risk treatments for unacceptable risks as required. 6.3 Monitor acceptable risks to ensure these risk levels do not increase over time. 6.4 Consult and collect, analyse and use data relating to risks and risk treatments to improve risk management in own area of operation. 6.5 Review risk treatment plan in accordance with timetable for review of plan and updated as required. 6.6 Provide input into formal reviews of risk in the organisation to improve risk management outcomes.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPGOV417A Identify and treat risks.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPGEN038 Identify and treat risks

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- applying legislation, regulations and policies relating to risk management
- researching and analysing the wider context affecting the organisation
- communicating and consulting with a diverse range of stakeholders
- estimating and arranging resources needed for implementation of risk treatments

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- public sector legislation including WHS and environment, regulations, policies, procedures and guidelines relating to risk management
- AS/NZS ISO 31000:2009 risk management – principles and guidelines
- HB 436:2004 (guidelines to AS/NZS 4360:2004) Risk Management Guidelines Companion to AS/NZS 4360:2004
- the organisation's risk management framework
- the relationship of risk to context – how the context may define the risks
- the importance of consultation and communication at every stage of the risk management cycle
- risk management as a core activity of everyday work in the public sector
- the diversity of risks in the public sector

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Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPGEN039 Develop internal and external networks

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPGOV418A Develop internal and external networks. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to develop and maintain effective workplace relationships and networks. It includes establishing and maintaining working relationships, and representing and promoting the organisation.

This unit applies to those working in generalist and specialist roles within the public sector.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently performing complex tasks in a range of familiar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

General

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Build and maintain networks	1.1 Identify networking opportunities and pursue to maximise a range of personal industry contacts. 1.2 Communicate information regarding new network opportunities to inform colleagues and managers of the potential benefits to the organisation of involvement. 1.3 Assess the level of usefulness of existing networks against current involvement, and make adjustments to improve or downgrade relationships. 1.4 Maintain participation in professional networks and associations to obtain and maintain personal knowledge and skills.
2. Establish and maintain working relationships	2.1 Use networking strategies to establish and maintain working relationships that promote benefits consistent with organisational objectives. 2.2 Gain and maintain trust and confidence of key stakeholders through high standards of ethical practice. 2.3 Use negotiation and collaborative problem solving to achieve positive outcomes when difficult situations arise. 2.4 Establish and maintain formal and informal communication channels to exchange information and ideas. 2.5 Incorporate networking into professional and organisational planning regimes to maximise its usefulness to the organisation.
3. Represent and promote the organisation	3.1 Represent and promote the organisation’s interests and requirements using a range of strategies tailored to diverse participants in the networks. 3.2 Provide information on organisational issues, policies and practices authorised for public presentation orally and in writing in accordance with network requirements. 3.3 Seek feedback from stakeholders to identify and develop ways to improve promotional activities within available resources.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

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Unit Mapping Information

This unit supersedes and is equivalent to PSPGOV418A Develop internal and external networks.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPGEN039 Develop internal and external networks

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- demonstrating leadership to gain the trust and confidence of clients and colleagues
- using communication strategies, including giving and receiving feedback, reporting, maintaining effective relationships, and managing conflict
- using problem solving and negotiation to manage contingencies and achieve mutually acceptable outcomes
- reading and understanding a variety of texts
- preparing general information and papers according to target audiences
- proofreading and editing to ensure clarity of meaning and conformity to organisational requirements, checking for accuracy and consistency of information

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- public sector legislation including WHS and environment, regulations, policies, procedures and guidelines relating to the public sector environment
- organisational policies, plans and procedures
- principles and operations of networks
- principles of effective communication in relation to listening, questioning and non-verbal communication
- techniques for building relationships of trust including those with people from different cultures

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- techniques for facilitating mutually acceptable outcomes
- methods and techniques to prepare and present information to promote the organisation
- related organisations, agencies and networks

Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPGEN040 Work with interpreters

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPGOV419A Work with interpreters. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to work with interpreters in an official capacity. It includes identifying interpreting needs, making preparations for using interpreting services, conducting a meeting using interpreting services and monitoring the safety and wellbeing of interpreters.

This unit applies to those working in generalist and specialist roles within the public sector.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently performing complex tasks in a range of familiar and unfamiliar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

General

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Identify interpreting needs	1.1 Identify the need for interpreting services, the type of service and client preferences in consultation with the client or client representative. 1.2 Determine the purpose of interpreting to ensure the competency of the interpreter meets organisational requirements. 1.3 Identify interpreting language and determine any specific requirements to support interpreting service. 1.4 Advise client, where client refuses interpreting services but they are needed for communication, that communication cannot proceed and negotiate access to interpreting services at least for interviewer or defer communication. 1.5 Record details of interpreting needs.
2. Make preparations for using interpreting services	2.1 Identify and clarify legal and ethical responsibilities relating to the use of interpreters if necessary. 2.2 Coordinate client appointments with interpreter bookings to ensure the need for interpreting services is met in accordance with client needs. 2.3 Allocate additional time to appointments to allow for interpreting needs. 2.4 Provide full details of interpreting requirements at time of booking to ensure efficiency and effectiveness of process. 2.5 Arrange any specific requirements to support interpreting service in accordance with client and organisational needs.
3. Conduct a meeting/ interview using interpreting services	3.1 Make positioning arrangements in consultation with the interpreter, and confirm the role and ethical requirements of the interpreter. 3.2 Make introductions, and provide time for the interpreter and client to familiarise themselves to ensure a good understanding of language and other cultural issues. 3.3 Direct communication to the client. 3.4 Inform client of a need for clarification from the interpreter before it is sought. 3.5 Use judgment to address or refer problems resulting from cultural/societal differences, situational or ethical issues. 3.6 Close the meeting and debrief the interpreter as required.
4. Monitor the	4.1 Conduct induction of interpreters into environment.

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safety and wellbeing of interpreters	4.2 Monitor safety of interpreters. 4.3 Provide safety equipment as required in accordance with the environment. 4.4 Protect interpreters from physical contact or harassment from clients. 4.5 Monitor stress levels of interpreters and offer debriefing and/or counselling services as required.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPGOV419A Work with interpreters.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPGEN040 Work with interpreters

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- briefing interpreters on subject matter, situation and environment they will encounter
- making preparations to ensure effectiveness and efficiency of interpreting experience
- tailoring communication to suit the requirements of client understanding and the interpreting environment

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- legal and ethical requirements of working with interpreters
- process for accessing interpreting services
- cultural aspects of communication with diverse client groups
- dynamics and cultural aspects of the interpreting situation
- the importance of positioning arrangements and non-verbal clues in communication via interpreters
- strategies for effective use of interpreters
- language requirements of working with interpreters
- interpreters' code of ethics
- public sector legislation including WHS and environment, policy and procedures related to working with interpreters

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Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

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PSPGEN041 Use translation services

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPGOV420A Use translation services. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to use translation services for routine correspondence, reports, standard text material and other non specialised materials. It includes preparing information for translation, engaging a translation service and completing translation arrangements.

This unit applies to those working in generalist and specialist roles within the public sector.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently performing complex tasks in a range of familiar and unfamiliar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

General

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare written information for translation	1.1 Present written information for translation in language that is simple, plain, grammatically correct and uses short sentences, while preserving the integrity of the required meaning. 1.2 Explain words without direct translations, key concepts, terminology and jargon in simple terms or through diagrams and/or graphics and/or pictures. 1.3 Use active voice in preference to passive and avoid acronyms and abbreviations or explain in full. 1.4 Use question and answer formats for written information to break text into meaningful chunks. 1.5 Check written information to ensure it is legible, and precise. 1.6 Test written information on others not familiar with the subject matter to ensure that the meaning is clear and easy to understand.
2. Engage translation service	2.1 Determine the purpose of translation to ensure the competency of the translator meets organisational requirements. 2.2 Identify target languages and determine any specific requirements of the translating service. 2.3 Determine and agree upon exact specifications and timeframe for finished product with translator. 2.4 Seek quotes if required and engage translator/s. 2.5 Record details of translation arrangements.
3. Complete translation arrangements	3.1 Provide background materials and information for translation to translator/s in agreed format and timeframe. 3.2 Provide contact details for clarification of information, concepts and technical terms as required by translators. 3.3 Receive translations in accordance with agreed conditions, and authorise payments authorised as required. 3.4 Arrange check by translator/s of completed proofs and/or products prior to being sent for printing as required.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

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Unit Mapping Information

This unit supersedes and is equivalent to PSPGOV420A Use translation services.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPGEN041 Use translation services

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- specifying requirements and preparing information to ensure effectiveness and efficiency of translating experience
- tailoring written communication to suit the level of client understanding and the translating environment
- briefing translators on subject matter, terminology and required background reading
- addressing the work health and safety of translators through adequate time allocations and deadlines

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- legal and ethical requirements of working with translators
- process for accessing translation services
- translators' code of ethics
- cultural aspects of communication with diverse client groups
- language requirements of working with translators
- roles a translator should and should not be expected to perform
- public sector legislation including WHS and environment, policies and procedures related to working with translators

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Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPGEN042 Exercise delegations

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPGOV421A Exercise delegations. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to exercise delegations in the public sector. It includes confirming the delegation, applying other interacting legislation, policy and guidelines.

This unit applies to those working in generalist and specialist roles within the public sector.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently performing complex tasks in a range of familiar and unfamiliar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

General

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Confirm delegation	1.1 Access and use current information relating to enabling legislation, standards, instructions and delegated authority to maintain up to date knowledge of requirements. 1.2 Confirm delegation provided under legislation and the boundaries of that authority. 1.3 Identify and confirm rights, responsibilities and accountabilities under the delegation. 1.4 Confirm all levels of authority under the delegation with management and staff to ensure referrals as limits of authority are reached.
2. Apply other legislation, policies and instructions	2.1 Identify other legislation, policies or instructions that impact on authority under a delegation and confirm these requirements. 2.2 Resolve or refer apparently conflicting legislative directions.
3. Exercise delegations	3.1 Document decisions and keep records to provide audit information of delegated authority exercised. 3.2 Identify circumstances requiring the exercise of delegations that are outside own limits and obtain approvals. 3.3 Identify risks associated with the exercise of delegations and strategies to manage risks.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPGOV421A Exercise delegations.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPGEN042 Exercise delegations

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- applying legislation, regulations and policies relating to delegations
- using information technology to access relevant legislation and procedures
- reading complex written materials, including legislation, instructions, and standards, and applying them to work practices
- scanning techniques to locate main ideas in legislation, policy documents and instructions
- using questioning strategies to clarify understanding
- using communication strategies involving exchanges of often complex oral information

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- public sector legislation including WHS and environment, regulations, policies, procedures and guidelines relating to delegations
- the range of delegations applicable in the public sector
- instructions and standards relating to delegations
- organisational structure and levels of authority/delegations

Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

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Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPGEN043 Apply government processes

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPGOV422A Apply government processes. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to apply government processes. It includes applying information relating to the machinery of government and knowledge of organisations protocols and functions.

This unit applies to those working in generalist and specialist roles within the public sector.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently performing complex tasks in a range of familiar and unfamiliar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

General

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Apply information relating to the machinery of Government	1.1 Identify, access and apply up-to-date information relating to machinery of Government relevant to work responsibilities. 1.2 Identify ambiguity in the structure and function of the organisation or work area as a result of past, present or future changes and seek and implement advice on required work priorities and outcomes for the transition period. 1.3 Manage role ambiguity as a result of past, present or future changes.
2. Apply knowledge of organisational functions	2.1 Access and apply up-to-date information relating to the structure and functions of the organisation. 2.2 Identify appropriate persons to ensure correct levels of authority are utilised to deal with responsibilities within the organisation. 2.3 Identify areas of work where delegations apply and confirm delegation levels within the organisation. 2.4 Obtain approvals in the workplace in accordance with organisational delegations.
3. Apply knowledge of protocols	3.1 Identify, access and apply up-to-date information relating to government protocols. 3.2 Observe protocols in dealings with other organisations and with persons from within and outside the organisation. 3.3 Adhere to written protocols, formats and standards in writing government documents.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPGOV422A Apply government processes.

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPGEN043 Apply government processes

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- locating and accessing information
- acquiring, retaining and recalling information
- applying information and protocols
- discarding redundant information
- dealing with ambiguity and machinery of Government changes
- communicating with a diverse workforce

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- Westminster System
- separation of powers
- systems of government
- Parliamentary structures (bicameral/unicameral)
- role and function of Parliament
- role and structures of Parliamentary committees
- application of statutory requirements imposed by central agencies, including Treasury, Premiers, Prime Minister and Cabinet
- Parliamentary procedures impacting on the organisation (including petitions, Ministerial statements, Question Time, Questions without Notice, Questions on Notice)

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- Parliamentary process and how it affects operational objectives and timeframes
- Cabinet processes
- Bill to Act process
- Machinery of Government and administrative arrangements
- range and type of legislation relating to the public sector including occupational health and safety
- public sector code/s of ethics, code/s of conduct and statements of values

Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPGEN044 Develop client services

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPGOV502B Develop client services. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to develop client services. It includes analysing client needs and reviewing, promoting and enhancing client service.

This unit applies to those working in generalist and specialist roles within the public sector.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently performing complex tasks in a range of familiar and unfamiliar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

General

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Analyse client needs	1.1 Gather information on the client group from a range of sources. 1.2 Use information on the client group to target service provision for clients. 1.3 Identify clients and their specific needs to enable the service to be provided and expanded in order to respond to changing needs. 1.4 Seek and consider client feedback in order to respond to changing needs.
2. Review client service	2.1 Record, maintain, share and use client information to ensure future client dealings and service developments are well informed. 2.2 Use client feedback on service delivery to refine the service. 2.3 Undertake client service delivery in a manner that upholds and enhances the reputation of the organisation. 2.4 Identify and address individual differences of clients. 2.5 Identify significant problems in addressing client needs and refer to appropriate staff.
3. Promote client services	3.1 Promote services to existing and/or potential clients to ensure that the benefits and costs of the service are clearly understood. 3.2 Promote a range of service options for clients. 3.3 Assist clients, using a range of communication techniques, to identify their needs and select the best available service. 3.4 Negotiate and use conflict resolution techniques to resolve difficult situations, or refer.
4. Develop and enhance client service	4.1 Ensure improvements to client service are within policy and budgetary frameworks. 4.2 Establish and implement appropriate strategies for meeting changing client needs. 4.3 Use information on the product and/or service to match client needs with service delivery. 4.4 Modify specified aspects of the service or service delivery to meet changing client and service requirements. 4.5 Adapt client service within procedural and legislative requirements to maintain high standards of delivery.

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Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPGOV502B Develop client services.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPGEN044 Develop client services

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- applying legislation, regulations and policies relating to client service
- recordkeeping and interpreting records
- monitoring and evaluation
- communicating with a diverse range of clients, including through negotiation and problem-solving
- using a variety of words and language structures to explain sometimes complex ideas to different audiences
- analysing feedback on client service delivery

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- public sector legislation including WHS and environment, policies, procedures, standards and guidelines relating to client service
- principles of client service delivery in the public sector
- organisation specific client services available
- organisation client service standards
- client services provided by the organisation
- organisational goals and processes
- government processes
- limitations of resources for service delivery

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Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

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PSPGEN045 Coordinate resource allocation and usage

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPGOV503B Coordinate resource allocation and usage. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to coordinate and monitor available resources to achieve work unit outcomes. It includes allocating available resources, monitoring and evaluation of resource usage and reporting on resource usage.

This unit applies to those working in generalist and specialist roles within the public sector.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently performing complex tasks in a range of familiar and unfamiliar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

General

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Monitor and evaluate resource usage	1.1 Identify, seek and allocate required resources to enable achievement of work unit objectives. 1.2 Implement systems to enable monitoring and evaluation of resource usage against targets and organisational standards. 1.3 Maintain records of resource allocation and usage. 1.4 Identify, analyse and address resource usage issues within limits of individual delegation or refer. 1.5 Allocate replacements or additional resources as required.
2. Report on resource usage	2.1 Report resource usage in required format and on a regular basis. 2.2 Complete reports to indicate the level of performance achieved and any follow up action. 2.3 Apply technology to resource management systems.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPGOV503B Coordinate resource allocation and usage.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPGEN045 Coordinate resource allocation and usage

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- accessing and using legislation and guidelines relating to resource allocation and usage
- meeting organisational reporting requirements
- recordkeeping in relation to resource allocation and usage
- accessing and using information systems in the context of resource allocation and usage

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- public sector legislation including WHS and environment, policy and guidelines relating to resource allocation and usage
- operational procedures for accessing, storing, maintaining and using resources
- stock handling procedures
- financial management principles and procedures
- budget processes
- fraud control guidelines
- government security procedures relating to resources

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Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

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PSPGEN046 Undertake research and analysis

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPGOV504B Undertake research and analysis. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to undertake research and analysis. It includes identifying and analysing information, applying the results and maintaining and compiling reports from information systems.

This unit applies to those working in generalist and specialist roles within the public sector.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work performing complex tasks in a range of familiar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

General

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Identify and undertake research	1.1 Define information needs based on work objectives and client and organisation requirements. 1.2 Evaluate and select potential sources of information and the format in which they are presented in line with the purpose and audience for the research. 1.3 Develop strategies to acquire required information. 1.4 Research information in a thorough way and within resource allocation. 1.5 Assess quantity, quality and relevance of initial search results and fill gaps using the same or adjusted research strategies. 1.6 Communicate the methods and outcomes of research, and the criteria used to make information decisions and choices.
2. Analyse information and apply the results of analysis	2.1 Examine, compare and evaluate information from various sources for content, structure and logic. 2.2 Select analytical techniques and processes in line with defined objectives. 2.3 Collate, consolidate and analyse information and advise senior staff of outcomes. 2.4 Identify facts, issues, patterns, interrelationships and trends through analysis in accordance with research aims. 2.5 Meet agreed project timelines and the defined standards of the organisation.
3. Maintain information systems	3.1 Maintain, validate and reconcile information systems so that data and system integrity are assured. 3.2 Maintain a range of standard and complex information systems and applications. 3.3 Review and update information systems as necessary.
4. Compile reports from information systems	4.1 Use the findings from analysing information to meet client and/or organisational needs and organisation standards. 4.2 Determine and organise content of reports in a manner that supports the purposes and format of the organisation and audience. 4.3 Sequence the reporting of results and ensure it includes predictions, assumptions and constraints where relevant.

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Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPGOV504B Undertake research and analysis.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPGEN046 Undertake research and analysis

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- accessing and using information ethically and legally
- using manual and computerised techniques for information management
- applying computer technology to data storage, security, retrieval and presentation
- undertaking statistical analysis
- using critical analysis techniques
- communicating with colleagues and supervisors
- presenting information in different ways
- applying problem solving and referring problems as required

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- public sector legislation including WHS and environment, policies, procedures and guidelines relating to information handling in the public sector, including confidentiality, privacy, security, freedom of information
- data collection and management procedures
- organisational information handling and storage procedures
- cultural aspects of information and meaning
- sources of public sector work-related information
- economic, legal and social issues surrounding the use of information

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- public sector standards
- standard reporting procedures
- electronic and manual filing systems
- databases and data storage systems

Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPGEN047 Promote diversity

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPGOV505A Promote diversity. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to promote diversity within an organisation. It includes providing diversity input to strategies, policies and plans, attracting, developing and promoting a diverse workforce, and monitoring diversity outcomes.

This unit applies to those working in generalist and specialist roles within the public sector.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently performing complex tasks in a range of familiar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

General

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Provide diversity input to strategies, policies and plans	1.1 Collect, analyse and use quantitative and qualitative workplace diversity data for planning strategies, policies and plans to achieve a more diverse workforce. 1.2 Compare workplace diversity data with data on the diversity of the organisation's client base and the community it serves to ensure strategies, policies and plans are responsive to all stakeholders. 1.3 Develop diversity strategies in consultation with stakeholders, including people from key equity groups and clients. 1.4 Develop measures to evaluate the effectiveness and outcomes of workplace strategies, policies and plans in relation to diversity. 1.5 Include actions to address the implementation of workplace diversity objectives in workplace business plans. 1.6 Incorporate reporting and feedback processes into strategies and plans.
2. Attract, develop and promote a diverse workforce	2.1 Integrate diversity principles and underpin human resources policies and practices in the work area. 2.2 Promote and implement strategies to increase the recruitment and retention of equity groups and others who don't fit the dominant organisational paradigm. 2.3 Identify barriers that prevent the recruitment, retention and progression of staff from diverse backgrounds and develop strategies to address them. 2.4 Identify and tailor development opportunities to address the needs of a diverse workforce in accordance with diversity objectives and resourcing constraints. 2.5 Identify and mentor individuals with the capacity to operate in a variety of business and cultural settings to maximise their contribution to the organisation and its clients. 2.6 Create a harmonious and supportive work environment by valuing and promoting the benefits of a diverse workforce to those working within the business unit and/or the organisation.
3. Monitor diversity outcomes	3.1 Evaluate employee data and feedback from staff or interviews to identify changes and trends in diversity outcomes for the work area. 3.2 Monitor progress against workplace diversity effectiveness measures and policy and/or legal obligations, report outcomes

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	and make adjustments to the diversity strategy or objectives to ensure its continued relevance and success.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPGOV505A Promote diversity.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPGEN047 Promote diversity

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- analysing diversity data
- planning and developing diversity objectives and effectiveness measures
- developing, monitoring and reporting on the progress of diversity strategies
- communicating with people from diverse backgrounds
- responding to diversity, including disability and gender
- managing diverse teams
- applying intercultural management
- using communication involving exchanges of complex oral information
- using a variety of words and language structures to explain complex ideas to diverse audiences
- interpreting and explaining complex, formal documents and assisting others to apply them in the workplace
- preparing written advice and reports requiring reasoning and accuracy of expression

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- qualitative and quantitative data analysis
- cultural diversity, including issues of racism, discrimination, harassment and victimisation
- benefits of workplace diversity
- strategies to overcome challenges associated with workplace diversity

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- equal employment opportunity, access and equity principles
- productive diversity principles including flexibility, multiplicity, devolution, negotiation and pluralism
- the relationship between a culture of valuing diversity and the achievement of the organisation's core business plans and strategies
- institutional racism and resulting indirect discrimination
- jurisdictional legislation, instructions, directions and standards that underpin or impact on workplace diversity
- public sector policies, practices and procedures related to diversity

Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPGEN048 Support workplace coaching and mentoring

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPGOV506A Support workplace coaching and mentoring. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to promote and support coaching and mentoring in the organisation. It includes developing a coaching and/or mentoring strategy, establishing a coaching/mentoring framework, implementing and supporting coaching/mentoring, monitoring coaching/mentoring arrangements and consolidating opportunities for further coaching/mentoring.

This unit applies to those working in generalist and specialist roles within the public sector.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently performing complex tasks in a range of familiar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

General

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Develop coaching/ mentoring strategy	1.1 Research the potential for coaching and mentoring within the organisation. 1.2 Implement and promote a coaching and mentoring framework, linked to other human resource strategies in the organisation. 1.3 Outline benefits to all parties involved in coaching and mentoring, ensuring consistency with the organisation's philosophy and goals. 1.4 Establish ground rules for coaching and mentoring in the organisation. 1.5 Develop timelines for the implementation of the strategy with key stakeholders. 1.6 Seek organisational support and resources for the strategy.
2. Establish a coaching/ mentoring framework	2.1 Identify a range of coaching/mentoring models to suit the organisation's needs. 2.2 Arrange training for those interested in being coaches, coached, mentors and/or mentored. 2.3 Develop and monitor the requirements of coaching and mentoring contracts/agreements in accordance with the strategy. 2.4 Identify the range of stages in coaching and mentoring relationships and ensure flexibility in the framework. 2.5 Formalise protocols for matching participants and dealing with difficulties, disputes and grievances.
3. Implement and support coaching and mentoring	3.1 Promote the value of coaching and mentoring at all levels of the organisation. 3.2 Identify opportunities for mentoring and coaching and communicate to interested parties. 3.3 Use internal and external networks to support coaching and mentoring. 3.4 Suggest techniques and practices for resolving differences without damaging relationships, or provide assistance.
4. Monitor coaching and	4.1 Encourage people involved in coaching and mentoring to reflect on organisational processes, organisational support and their

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mentoring arrangements	activities to identify opportunities for improvement and innovation. 4.2 Evaluate and implement recommendations made for improvements in the coaching/mentoring strategy as necessary.
5. Consolidate opportunities for further coaching and mentoring	5.1 Recognise and acknowledge positive contributions of individuals to coaching and mentoring arrangements. 5.2 Celebrate and reward positive changes created through coaching and mentoring arrangements. 5.3 Identify and promote ongoing opportunities for coaching and mentoring.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPGOV506A Support workplace coaching and mentoring.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPGEN048 Support workplace coaching and mentoring

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- applying legislation, regulations and policies relating to workplace coaching and mentoring
- undertaking research and analysis
- using effective communication with a diverse workforce including active listening, giving and receiving feedback

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- public sector legislation including WHS and environment, regulations, policies, procedures and guidelines relating to workplace coaching and mentoring including privacy and freedom of information
- codes of ethics
- code of conduct
- policy and procedures for specific environment
- human resource strategies that link to a coaching/mentoring strategy
- strategic goals and direction/plan
- principles and practices of coaching and mentoring that need to be addressed in the organisational strategy
- coaching/mentoring methodologies and strategies

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Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPGEN049 Undertake negotiations

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPGOV507A Undertake negotiations. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to undertake negotiations. It includes planning and finalising negotiation outcomes.

This unit applies to those working in generalist and specialist roles within the public sector.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently performing complex tasks in a range of familiar and unfamiliar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

General

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Plan for negotiation	1.1 Clarify the purpose of the negotiation and the issue/s under consideration with affected personnel and through analysis of all related information. 1.2 Identify primary needs and desired outcomes of all parties. 1.3 Determine the organisation's position in consultation with senior personnel, and devise a negotiation approach based on an analysis of the strengths and weaknesses of the position. 1.4 Collect, analyse and organise information relating to the negotiation, including any precedents. 1.5 Agree upon timeframe and logistics, develop a negotiation plan and communicate to other staff, if any, involved in the negotiation team.
2. Conduct negotiation	2.1 Agree upon the issue/s under consideration and the negotiation process to be used with all parties and document. 2.2 Use negotiation techniques to persuade the other party of the strength of the argument in favour of the organisation's position. 2.3 Modify the negotiation plan if necessary to respond to contingencies. 2.4 Select and use techniques for dealing with conflict or deadlocks in accordance with the negotiation plan and the progress of the negotiation. 2.5 Discuss options for resolving the issue and determine the acceptability of these to the parties.
3. Finalise negotiation outcomes	3.1 Reach an agreed conclusion, document and obtain sign-off by the parties. 3.2 Report negotiation outcomes and debrief stakeholders if required. 3.3 Determine any further action required as a result of agreement and action. 3.4 Review the negotiation process and outcomes, and document lessons learnt for future use.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

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Unit Mapping Information

This unit supersedes and is equivalent to PSPGOV507A Undertake negotiations.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPGEN049 Undertake negotiations

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- applying legislation, regulations and policies relating to negotiating in the public sector
- communicating with diverse stakeholders including the other party, team members and senior management
- communicating by listening, questioning, establishing rapport and responding
- applying decision making and problem-solving
- adjusting quickly to new information or unexpected questions and attitudes

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- legislation, regulations, policies, procedures and guidelines relating to negotiations in the public sector
- sources of organisational information
- delegations and lines of authority
- decision making
- negotiation techniques
- conflict resolution
- recordkeeping requirements for negotiations

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Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPGEN050 Manage conflict

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPGOV508A Manage conflict. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to manage conflict. It includes identifying and assessing conflict situations, implementing strategies to resolve conflict and monitoring conflict situations.

This unit applies to those working in generalist and specialist roles within the public sector.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently performing complex tasks in a range of familiar and unfamiliar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

General

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Identify and assess conflict situations	1.1 Identify and anticipate signs, stages and possible causes of conflict. 1.2 Clarify factors and issues relevant to conflict. 1.3 Explore possible resolutions and/or compromises using appropriate communication techniques. 1.4 Evaluate responses against workplace requirements, legislation, policies and procedures. 1.5 Develop resolution strategies that identify the timeframes involved and the form of reporting to be used.
2. Implement strategies to resolve conflict	2.1 Select a strategy for resolution taking social and cultural differences into account. 2.2 Identify situations requiring assistance and seek support as required. 2.3 Implement strategies to address conflict. 2.4 Maintain records and reports.
3. Monitor conflict situations	3.1 Evaluate effectiveness of the resolution strategies. 3.2 Monitor resolution methodology and initiate remedial actions as required. 3.3 Record and use lessons learnt to improve service delivery and organisational policy and procedures as required.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPGOV508A Manage conflict.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPGEN050 Manage conflict

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- communicating with a diverse workforce and client base including use of assertiveness, active listening, non-verbal communication, appropriate language styles, teamwork
- using problem solving to deal with unexpected issues or attitudes
- dealing with difficult situations
- questioning, negotiating and problem solving
- mediating and counselling in the context of conflict management

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- public sector legislation including WHS and environment, regulations, policies, procedures and guidelines relating to conflict in the public sector workplace
- types of conflict in the workplace and typical causes
- conflict theories including signs, stages, levels, factors involved, resolution
- group processes and roles people play
- organisational theory and workplace behaviour
- organisational structures
- different social and cultural practices
- conflict resolution skills and strategies including negotiation, empathy, communication to diffuse tension and achieve positive outcomes
- personal power and positional power
- grievance procedures in the public sector

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Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPGEN051 Conduct evaluations

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPGOV509A Conduct evaluations. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to evaluate the full range of processes and outcomes in the public sector including policy, procedures, processes, structures, service delivery, and projects. It includes identifying the purpose of the evaluation, identifying the evaluation process and tools, carrying out the evaluation, analysing results, reporting outcomes and recommending action.

This unit applies to those working in generalist and specialist roles within the public sector.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently performing complex tasks in a range of familiar and unfamiliar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

General

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Identify the purpose of the evaluation	1.1 Confirm the purpose, scope and terms of reference of the evaluation with key stakeholders and seek approvals. 1.2 Identify the range of documentary evidence, individuals and organisations that can provide specialist input and seek commitment for their contribution to the evaluation. 1.3 Determine information critical to the evaluation to inform the selection of the evaluation methodology and tools. 1.4 Determine ownership of the evaluation data and right of access to the reported results.
2. Identify evaluation methodology and tools	2.1 Identify and communicate to stakeholders the criteria for the evaluation and the audience for evaluation results. 2.2 Select evaluation methods from a range of alternatives to suit the scope, purpose and outcome requirements of the evaluation. 2.3 Select or develop measuring tools and media to ensure valid and reliable evaluation results. 2.4 Formulate an evaluation strategy in consultation with key stakeholders to ensure acceptance and commitment. 2.5 Determine resource needs in accordance with budgetary constraints and source. 2.6 Establish evaluation infrastructure in accordance with evaluation requirements and resource constraints.
3. Implement evaluation	3.1 Define and clarify implementation tasks with stakeholders. 3.2 Implement evaluation strategy and collect, collate and record data against evaluation criteria. 3.3 Manage expectations and identify barriers to the evaluation and address or refer. 3.4 Monitor progress of the evaluation and negotiate changes as needed to timeframes, methodology or tools. 3.5 Analyse data or refer for specialist analysis, and compare results with evaluation criteria. 3.6 Present preliminary results for stakeholder feedback. 3.7 Conduct the evaluation.
4. Report outcomes	4.1 Prepare evaluation report that compares outcomes to the evaluation criteria established at the outset, and provides supporting evidence. 4.2 Make recommendations for action in accordance with the terms

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	of reference, supported by the evaluation outcomes. 4.3 Report unbiased and objective evaluation outcomes in a form and language to suit the intended audience of the report.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPGOV509A Conduct evaluations.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPGEN051 Conduct evaluations

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- implementing planning, research and analysis
- using negotiation and problem-solving
- undertaking project management
- applying statistical analysis of evaluation data
- communicating with different audiences and purposes
- explaining complex and formal documents, including legislation and codes of conduct, and applying them to work practices
- developing objectives and evaluation criteria
- accessing legislation and codes of conduct

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- evaluation principles – time, cost, quality, quantity, efficiency
- qualitative and quantitative evaluation methodologies and data analysis
- reporting requirements of a range of audiences
- legislation, policy and procedures relating to the conduct of evaluations in the public sector
- public sector values and codes of conduct

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Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPGEN052 Undertake and promote career management

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPGOV510A Undertake and promote career management. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to manage one's own career to meet goals and achieve life plans, as well as contributing to the career management of others. It includes identifying current career strengths, identifying and mapping career opportunities, developing and implementing career plans, monitoring progress and contributing to others' career management.

This unit applies to those working in generalist and specialist roles within the public sector.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently performing complex tasks in a range of familiar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

General

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Identify current career strengths	1.1 Conduct a self-directed search of current knowledge, skills, abilities, interests and values. 1.2 Include life and work experiences, current and latent abilities and rank in order of personal importance. 1.3 Determine personal preferences in broad terms, including areas of work that are acceptable in the long term. 1.4 Prepare a personal profile that identifies strengths, preferences and opportunities for learning and growth.
2. Identify and map career opportunities	2.1 Scan careers and occupations to identify a list of possibilities and their requirements for skills, qualifications and experience. 2.2 Undertake economic and industry scans to identify the outlook for possible careers and to identify emerging careers throughout work life. 2.3 Investigate opportunities for entering possible careers to ensure the feasibility of pursuing those options. 2.4 Match personal profile to possible career opportunities and decide on the best option/s to pursue.
3. Develop and implement career plan	3.1 Establish career goals that cater for transition from existing work to preferred future career. 3.2 Develop a career plan that identifies immediate priorities for learning and development as well as medium to long-term strategies to obtain additional skills and experience. 3.3 Undertake gap analysis to identify dated skills and skills that are common to both preferred future career and the organisation's requirements. 3.4 Initiate career development activities in accordance with the career plan.
4. Monitor progress	4.1 Monitor acquisition of skills and experience and seek feedback on performance achievements. 4.2 Consider feedback and integrate as necessary into the career plan. 4.3 Monitor organisational requirements and future career requirements and adjust career plan to take account of new

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	information. 4.4 Monitor progress towards future career and adjust goals as required.
5. Contribute to others' career management	5.1 Assist others to take responsibility for their own careers, research information and plan for future job placements, learning and development. 5.2 Provide feedback on performance and suggest development opportunities to address performance gaps or build on performance strengths linked to career plans. 5.3 Agree upon medium to long term plans and implement to address barriers to career development and meet individual and group learning and development needs. 5.4 Encourage staff to monitor their progress against career goals and adjust long term plans to integrate changed circumstances or new skill requirements. 5.5 Encourage and support staff in applying new skills and knowledge in the workplace.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPGOV510A Undertake and promote career management.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPGEN052 Undertake and promote career management

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- analysing strengths, weaknesses, opportunities, threats (SWOT)
- researching and questioning
- reflecting on own skills, abilities, values and performance
- conducting skills audits and skills gap analyses
- developing strategies for the management of one's own and others' careers
- providing performance feedback and capitalising on new skills developed by others in the workplace
- communicating with a diverse workforce including facilitating, questioning, consulting, active listening

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- strategic approach to career management for self and others
- performance management
- career development options
- workforce trends
- scenario planning in the context of career management
- succession planning
- changing demographics and workforce skill needs

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- organisational planning for human resources at a strategic level
- principles of equal employment opportunity and diversity
- legislation, policies and procedures relating to career management including WHS and environment

Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPGEN053 Provide leadership

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPGOV511A Provide leadership. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to achieve operational results and effective working relationships through leadership, feedback and support of individuals in a workgroup that may exist in the workplace, be formed for a special purpose or project, or consist of community members, volunteers and/or interagency members. It includes facilitating commitment to objectives and required standards, contributing to the development of a cooperative, high performance workgroup, giving and receiving feedback on performance, supporting and participating in development activities, and providing leadership, direction and guidance in the workgroup.

This unit applies to those working in generalist and specialist roles within the public sector.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work autonomously with management responsibilities performing complex tasks in a range of familiar and unfamiliar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

General

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Facilitate commitment to objectives and required standards	1.1 Discuss and clarify the organisation's vision, strategic objectives and required standards of performance with others in accordance with the needs, communication and learning styles of workgroup members. 1.2 Establish the purpose, objectives, roles and responsibilities in the workgroup. 1.3 Model commitment to objectives and standards to provide leadership and develop workgroup commitment. 1.4 Model and promote equal employment opportunity, workplace health and safety, diversity management and participative work practices within the workgroup.
2. Contribute to the development of a cooperative, high performance workgroup	2.1 Encourage, acknowledge and consider work contributions or suggestions. 2.2 Support workgroup members to use, share and develop their skills according to work requirements. 2.3 Facilitate work allocation within the group on the basis of current skills and development needs. 2.4 Consult with workgroup members in the implementation of new work practices. 2.5 Resolve conflict and other issues which affect performance within the workgroup wherever possible, or refer.
3. Give and receive feedback on performance	3.1 Seek feedback from others outside the workgroup on personal and workgroup performance, and give open and constructive responses to feedback. 3.2 Gather and provide regular constructive feedback on all aspects of work performance from and to the workgroup. 3.3 Assess and address performance and recognise and/or reward notable performance. 3.4 Address under performance of self and others. 3.5 Use feedback to continuously improve performance and outcomes.
4. Support and	4.1 Develop, agree upon and implement an action plan to meet

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participate in development activities	individual and group learning and development needs. 4.2 Support individuals to identify their specific learning and/or development needs. 4.3 Encourage and support workgroup members to take advantage of development opportunities in accordance with their needs. 4.4 Access learning and development opportunities to continuously improve own leadership skills and other identified development needs. 4.5 Provide on-the-job learning opportunities in accordance with individual needs and to the required standard. 4.6 Encourage and support workgroup members in applying new skills and knowledge in the workplace.
5. Provide leadership, direction and guidance in the workgroup	5.1 Use participative decision making in developing, implementing and reviewing the work of the group and the distribution of responsibilities, where appropriate. 5.2 Give opportunities and encouragement to workgroup members to develop new and innovative work practices and strategies. 5.3 Provide workgroup members with the support, leadership, advice and policy direction necessary to perform work. 5.4 Allocate tasks in accordance with the competencies of workgroup members, and delegate autonomy and authority as appropriate. 5.5 Vary leadership and guidance strategies to meet changing priorities and situations, and take into account the differing needs and skills of individuals and the requirements of the tasks and workplace.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPGOV511A Provide leadership.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPGEN053 Provide leadership

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- applying legislation, regulations, policies, procedures and guidelines
- undertaking problem solving in a team environment
- using transparent decision making
- communicating with a diverse workplace including listening, facilitating, negotiating, mentoring

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- public sector legislation including WHS and environment, regulations, policies, procedures and guidelines relating to the public sector
- principles of effective team operation
- principles of facilitation and empowerment
- group processes
- group dynamics
- range of leadership styles and the application of these to suit different groups and tasks
- learning and development in the workplace

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Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPGEN054 Use complex workplace communication strategies

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPGOV512A Use complex workplace communication strategies. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to use complex workplace communication for working at middle management level with internal and external clients, colleagues and other staff. It includes preparing for complex communication, analysing and responding to opinions, presenting a convincing argument, and developing a range of communication strategies.

This unit applies to those working in generalist and specialist roles within the public sector.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work autonomously with management responsibilities performing complex tasks, in a range of familiar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

General

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare for complex communication	1.1 Clarify communication objectives, confirm those to be present and identify the communication mode. 1.2 Undertake analysis to anticipate the likely positions to be taken by those present on the matters under discussion. 1.3 Research and organise subject matter, identify and record key points to be conveyed, and summarise information to counter other positions. 1.4 Identify and incorporate requirements of legislation, policy and guidelines relevant to the discussion.
2. Analyse and respond to opinions	2.1 Evaluate discussion to identify impartiality, bias or unsupported argument. 2.2 Record points of view of other speakers and present information to counter opposing views. 2.3 Analyse reaction to speakers and their point of view to identify and manage emotional reactions and maintain objectivity. 2.4 Examine opposing or challenging views for their value in achieving the same ends. 2.5 Use active listening and questioning to clarify own understanding, challenge or justify other points of view.
3. Present a convincing argument	3.1 Choose communication approach to suit the given audience. 3.2 Assert prepared position with conviction and purpose. 3.3 Adjust verbal and non-verbal behaviour to maintain listener interest if the audience is unresponsive. 3.4 Use questions to elicit feedback and check audience understanding. 3.5 Respond to audience questions and arguments and support answers by reasoned explanation. 3.6 Negotiate agreement where possible, concluding with a summary of agreed items.
4. Develop a range of communication strategies	4.1 Seek feedback from others and assess the outcomes of communication. 4.2 Record and use lessons learnt to underpin future interactions. 4.3 Develop and practise language structures and features that influence audiences to a preferred point of view. 4.4 Explore and practise communication strategies for a range of

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	workplace applications.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPGOV512A Use complex workplace communication strategies.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPGEN054 Use complex workplace communication strategies

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- applying legislation, regulations and policies relating to communication in the public sector
- analysing and using language structures and features that influence the interpretation of spoken communication
- interacting confidently with groups on familiar topics in formal and informal workplace situations
- clarifying meaning, exploring issues and problem solving

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- public sector legislation including WHS and environment, regulations, policies, procedures and guidelines relating to communication in the public sector
- the power and effect of spoken language
- knowledge of organisation processes and hierarchy
- techniques to deal with opposing views and positions
- emotional intelligence techniques
- organisational protocols and etiquette for communication in meetings
- communication strategies to suit different audiences
- ways to influence the interpretation of spoken communication

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Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPGEN055 Refine complex workplace documents

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPGOV513A Refine complex workplace documents. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to refine complex written workplace communication at a level where preliminary research or documents may have been prepared by others as input, and final documents are being prepared. It includes critical analysis of workplace information, composition, revision and refinement to meet workplace requirements.

This unit applies to those working in generalist and specialist roles within the public sector.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work autonomously performing complex tasks in a range of familiar and unfamiliar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

General

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Analyse information	1.1 Test information for relevance, reliability, consistency and usefulness to the task. 1.2 Separate fact from opinion and identify underlying values and beliefs. 1.3 Take into account cultural context of the information in the analysis. 1.4 Recognise stereotypes, bias, prejudice and motive. 1.5 Draw conclusions and prepare and submit a critical analysis with supporting evidence.
2. Refine complex documents	2.1 Confirm the purpose, audience and objectives of complex documents. 2.2 Approve structure and content of document in line with the purpose and intended audience. 2.3 Undertake a risk assessment and implement risk management in relation to document preparation and content, in accordance with the nature and classification of the material. 2.4 Analyse information and/or documents provided by others for bias, gaps, the influence of values, attitudes and context, conflicting advice and/or evidence and political implications. 2.5 Synthesise information and prepare and submit documents. 2.6 Provide feedback to contributors of documents to improve future input.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPGOV513A Refine complex workplace documents.

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPGEN055 Refine complex workplace documents

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- reading and writing at a level to cope with complex and sensitive workplace materials
- using spelling, punctuation and grammar for workplace documents at an experienced level
- providing feedback on other people's work in ways suited to the diversity of the workplace, including creation of learning opportunities to improve research/document input
- implementing ergonomic requirements for office work

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- public sector legislation including WHS and environment
- regulations, policies, procedures and guidelines relating to written communication in the public sector, including privacy, freedom of information, information security, confidentiality, copyright and intellectual property
- critical analysis of complex information
- politically and culturally sensitive documents
- organisational requirements for complex written documents
- government style manual requirements

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Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPGEN056 Facilitate change

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPGOV514A Facilitate change. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to facilitate workplace change in public sector environments where role ambiguity and uncertainty often accompany the change process. It includes planning for the introduction of change, dealing with emerging challenges and opportunities and handling ambiguity in the change process.

This unit applies to those working in generalist and specialist roles within the public sector.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently performing complex tasks in a range of familiar and unfamiliar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

General

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Plan for the introduction of change	1.1 Research for the introduction of change in order to consider the broader context of the organisation and emerging and future trends in the public sector. 1.2 Develop own knowledge and understanding through advice from and consultation with others. 1.3 Recognise the interconnectedness of people, systems and structures and take into account in planning for change. 1.4 Make plans in consultation with stakeholders. 1.5 Communicate the organisation's rationale for introducing change. 1.6 Anticipate and facilitate information needs of all stakeholders as part of change management.
2. Deal with emerging challenges and opportunities	2.1 Develop and implement strategies to engage stakeholders in the change process. 2.2 Inform internal and external clients about the change process, possible inconveniences and the benefits intended from the change. 2.3 Identify, monitor and address risk factors affecting change in accordance with the organisation's risk management plan. 2.4 Demonstrate understanding to people's individual responses to change and provide a range of support mechanisms in line with specific needs. 2.5 Identify and share learning from the implementation of change with others.
3. Handle ambiguity in the change process	3.1 Identify ambiguity in the change process and communicate the need to work with issues that cannot be resolved immediately to others as part of any change process. 3.2 Develop and implement strategies to assist others to cope with apparent ambiguities. 3.3 Identify, evaluate and negotiate recommendations for improving the techniques to manage change.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

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Unit Mapping Information

This unit supersedes and is equivalent to PSPGOV514A Facilitate change.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPGEN056 Facilitate change

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- communicating with a diverse range of individuals at different levels in the organisation
- problem solving in the context of managing ambiguity and change
- giving and receiving feedback, including 'managing up'
- influencing others
- coaching and mentoring others in the change process
- managing the effects of change in the workplace, including work health and safety issues

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- legislation, policy and procedures relating to public sector workplaces
- change management models and tools and the application of these in the workplace
- organisational structure and culture
- group dynamics
- emotional intelligence

Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

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Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPGEN057 Develop and use political nous

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPGOV515A Develop and use political nous. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to develop and use political nous to navigate and succeed in the political environment of the public sector. It includes identifying the political terrain, evaluating the political environment, forming alliances, and bargaining and negotiating to achieve outcomes.

This unit applies to those working in public sector roles but may be applied to anyone working in a similar organisational context.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently, while performing complex tasks in a familiar context.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

General

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Identify the political terrain	1.1 Identify and take into account stakeholder positions. 1.2 Analyse corporate politics to identify agendas and players. 1.3 Develop and utilise awareness of political agendas, both open and hidden. 1.4 Locate the current agenda in the wider context to appreciate the big picture and provide more than one perspective. 1.5 Identify and confirm the impact of the agenda on the work area.
2. Evaluate the political environment	2.1 Source information from inside and outside the organisation, and confirm its authenticity and reliability. 2.2 Analyse the political, social and economic environment and take into account emerging trends and current and possible future goals of the organisation.
3. Form alliances	3.1 Identify power structure and sources of power in the organisation and the wider public sector. 3.2 Identify people prepared to trade mutual support and assess the benefits. 3.3 Weigh the risks and benefits of possible alliances. 3.4 Lobby interested groups and/or individuals to gain support and acceptance of ideas and/or courses of action. 3.5 Build influence with key policy makers, decision makers and key influencers.
4. Bargain and negotiate to achieve outcomes	4.1 Develop sound positions with supporting arguments. 4.2 Formulate responses to possible contradictory positions. 4.3 Negotiate and refine positions with feedback from the negotiation process. 4.4 Achieve consensus with others for one’s position. 4.5 Implement outcomes.

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Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPGOV515A Develop and use political nous.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPGEN057 Develop and use political nous

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- undertaking research and analysis
- participating in communication activities, including negotiating, consulting, influencing, bargaining, resolving conflict and networking
- applying risk management strategies

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- public sector legislation including WHS and environment, regulations, policies, procedures and guidelines relating to the public sector environment
- organisational policies and procedures
- organisational and public sector power structures and sources of power
- macro view of agendas, positions, and power
- government directions and agendas

Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

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Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

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PSPGEN058 Coordinate risk management

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPGOV517A Coordinate risk management . • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to coordinate risk management in the organisation. It includes maintaining infrastructure and processes, supporting staff to manage risk, facilitating risk recovery, and monitoring and reviewing risk management.

This unit applies to those working in generalist and specialist roles within the public sector.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently, with supervision responsibilities, performing complex tasks in a range of familiar and unfamiliar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

General

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Maintain infrastructure and processes	1.1 Allocate resources to enable staff to carry out responsibilities in managing risk. 1.2 Maintain access and currency of required information related to risk management. 1.3 Collect information, costs and statistics on risk management for monitoring and review purposes. 1.4 Access current information and/or training to maintain currency of own knowledge and skills in risk management. 1.5 Contribute to risk management audits.
2. Support staff to manage risk	2.1 Provide staff with information and advice relating to risk management and its implementation. 2.2 Manage and record staff learning and development. 2.3 Address problems arising with relevant staff. 2.4 Coordinate projects and workgroups addressing issues in risk management. 2.5 Promote the application of the organisation’s risk management processes.
3. Facilitate risk recovery	3.1 Implement contingency plans. 3.2 Implement processes for recovery. 3.3 Facilitate continuity of operations in accordance with contingency plans. 3.4 Determine strategies for minimising likelihood of recurrence and minimising impact following recovery.
4. Monitor and review risk management system	4.1 Develop and implement a valid and reliable monitoring methodology. 4.2 Analyse effectiveness of policy and procedures for managing risk against expected outcomes. 4.3 Use review results to make recommendations for improvement to policy and practices, and gain approval/s for implementing changes. 4.4 Implement revised policy and practices.

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Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPGOV517A Coordinate risk management .

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPGEN058 Coordinate risk management

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- applying legislation, regulations and policies relating to risk management
- undertaking research and analysis of the wider context affecting the organisation
- monitoring and reviewing risks and risk treatments
- communicating and consulting with a diverse range of stakeholders
- applying problem solving using conceptual and reasoning skills
- using formal language and style for written plans
- undertaking discussion using exchange of complex oral information
- explaining complex, formal documents and assisting others to apply them in the workplace

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- public sector legislation including WHS and environment, regulations, policies, procedures and guidelines relating to risk management
- risk management strategy
- organisational structure, functions and operation
- audit requirements
- risk management cycle
- the relationship of risk to context – how the context may define the risks

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- the importance of consultation and communication at every stage of the risk management cycle
- approval processes
- range of evaluation methodologies
- the diversity of risks in the public sector
- relevant risk management standards

Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPGEN059 Benchmark performance

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPGOV518A Benchmark performance. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to benchmark performance of a functional area or business unit of an organisation. It includes designing a benchmarking approach, establishing benchmarks, establishing and managing a benchmarking exercise, gathering and analysing information, reporting on and acting on benchmarking outcomes.

This unit applies to those working in generalist and specialist roles within the public sector.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work autonomously, performing complex tasks in a range of familiar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

General

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Design benchmarking approach	1.1 Confirm the organisation's core business, functions, and purpose to provide a context for the benchmarking exercise. 1.2 Analyse the organisation's strategic and organisational context to identify factors with current or future impact on the organisation. 1.3 Establish the scope of the benchmarking exercise and determine objectives, desired outcomes, timeframes and resources. 1.4 Prepare a project plan and have it approved.
2. Establish benchmarks	2.1 Identify key result areas for benchmarking in accordance with determined scope and objectives. 2.2 Conduct consultation with key stakeholders to consider and confirm the validity and usefulness of the established benchmarks. 2.3 Confirm benchmarks or make arrangements to develop and/or use them.
3. Undertake benchmarking exercise	3.1 Establish and resource staffing arrangements. 3.2 Include consultation, communication with stakeholders and ongoing progress reports as a feature of the management of the exercise to ensure the engagement and cooperation of those people in the areas being benchmarked. 3.3 Manage benchmarking exercise in accordance with timeframes and budgetary constraints.
4. Gather and analyse information	4.1 Undertake networking and consultation with staff in the areas to be benchmarked, to gather tacit knowledge. 4.2 Encourage input to ensure outcomes are valid, reliable and useful for improving performance. 4.3 Gather organisational data, collate with information from consultation and analyse against benchmarks. 4.4 Discuss benchmarking findings with staff and management, and incorporate feedback into final results.
5. Report on and/or act on benchmarking outcomes	5.1 Write and present benchmarking report to meet audience needs. 5.2 Identify areas of excellence, strengths and recommendations for improvement in the report. 5.3 Develop a strategy for phased implementation of recommendations when required. 5.4 Preserve and store research information to provide historical data

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	for subsequent benchmarking exercises. 5.5 Act upon and/or implement benchmarking outcome recommendations.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPGOV518A Benchmark performance.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPGEN059 Benchmark performance

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- applying legislation, regulations and policies relating to benchmarking
- planning and managing projects
- interpreting organisational information
- consulting with diverse stakeholders
- writing recommendations and reports requiring formality of expression

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- public sector legislation including WHS and environment, regulations, policies, procedures and guidelines relating to benchmarking
- principles of benchmarking performance
- organisational structure and functions, systems and processes
- public sector standards including ethics and security relating to organisational information
- project management

Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

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Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPGEN060 Manage performance

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPGOV519A Manage performance. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to manage performance in accordance with the organisation's performance management system. It includes linking individual and/or workgroup activities to organisational goals, setting performance expectations, measuring performance achievements, and renegotiate performance and development plans.

This unit applies to those working in generalist and specialist roles within the public sector.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work autonomously with supervision responsibilities, performing complex tasks in a range of familiar and unfamiliar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

General

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Link individual and/or workgroup activities to organisational goals	1.1 Identify, link and explain the organisation's mission, vision and goals in accordance with each individual's needs. 1.2 Align individual and workgroup activities with organisational goals in consultation with workgroup members. 1.3 Prioritise individual and workgroup activities.
2. Set performance standards expectations	2.1 Identify and clarify performance standards. 2.2 Consult, negotiate and agree upon performance standards. 2.3 Develop and agree upon performance, learning and/or development plans to document team and individual performance targets, standards and professional development objectives. 2.4 Develop performance targets and key performance indicators. 2.5 Implement performance plans.
3. Measure performance achievements	3.1 Monitor, appraise measure and address individual performance against performance goals and required business outcomes. 3.2 Manage and document disagreement or conflict. 3.3 Recognise and/or reward outstanding performance. 3.4 Identify and implement areas and strategies for improvement to continuously improve performance and outcomes.
4. Renegotiate performance and learning/ development plans	4.1 Document and use the results of performance management to identify strengths and performance gaps. 4.2 Capture learning to inform knowledge management strategies and transfer skills to other staff. 4.3 Renegotiate and agree upon performance standards. 4.4 Identify and agree upon learning and development objectives to enhance performance and meet developing organisational and workgroup goals. 4.5 Document agreed performance standards and related professional development.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

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Unit Mapping Information

This unit supersedes and is equivalent to PSPGOV519A Manage performance.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPGEN060 Manage performance

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- applying legislation, regulations and policies relating to performance management
- giving feedback on performance
- maintaining confidentiality
- communicating with a diverse workforce including listening, questioning, clarifying, negotiating and managing conflict
- identifying future learning and development requirements
- applying time management

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- public sector legislation including WHS and environment, regulations, policies, procedures and guidelines relating to performance management
- grievance procedures
- disciplinary procedures
- code of conduct
- privacy legislation
- freedom of information
- organisation’s performance management system
- organisation’s learning and development system
- impact of learning and development opportunities on performance

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- remuneration systems

Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPGEN061 Scope statistical data collection

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPGOV520A Scope statistical data collection. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to identify the scope of a statistical data collection project and the expected outputs to meet user requirements. It includes defining the purpose, researching and identifying possible sources of data, developing project documentation, determining resource requirements and confirming project feasibility.

This unit applies to those working in generalist and specialist roles within the public sector.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently, performing complex tasks in a range of familiar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

General

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Define purpose and/or outputs	1.1 Confirm required deliverables with relevant personnel and/or stakeholders. 1.2 Review tasks to identify requirements. 1.3 Specify and confirm requirements.
2. Define scope	2.1 Define the population for the study. 2.2 Define the audience for the project's outputs. 2.3 Define proposed hypotheses and identify any anticipated issues. 2.4 Determine the duration, sequence and inter dependence of tasks in consultation with stakeholders. 2.5 Specify and agree upon the scope.
3. Research sources of data	3.1 Identify data sources and statistics already in existence. 3.2 Identify alternative sources of data. 3.3 Source data to test hypotheses.
4. Develop project documentation	4.1 Collate and examine information to determine the detail required in project brief and specifications. 4.2 Identify statistical processes for later use in conjunction with a suitably qualified person. 4.3 Identify and address legal and ethical issues relating to the collection of data. 4.4 Identify the final reporting medium. 4.5 Determine anticipated communication strategies. 4.6 Develop risk management strategies.
5. Determine resource requirements	5.1 Estimate project costs. 5.2 Identify information technology requirements. 5.3 Identify any special equipment or resource requirements. 5.4 Access equipment and material requirements according to the project requirements.
6. Confirm feasibility	6.1 Identify and document variations to the feasibility of the project to enable adjustments to be made. 6.2 Evaluate adjusted feasibility of the project to confirm progress of

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	the project. 6.3 Confirm feasibility and gain approval for the project.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPGOV520A Scope statistical data collection.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPGEN061 Scope statistical data collection

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- applying legislation, regulations and policies relating to statistical data collection in the public sector
- estimating costs, assess data sources and schedule tasks
- managing statistical projects
- communicating with a diverse range of stakeholders including consultation and negotiation
- applying time management
- applying problem solving
- using information technology including databases and spreadsheets
- differentiating between primary and secondary data sources

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- public sector legislation including WHS and environment, regulations, policies, procedures and guidelines relating to statistical data collection in the public sector and the limitations of the statistics being worked on
- the way statistics can be used to inform policy development
- statistical standards and classification systems
- the differences between primary and secondary data sources

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Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPGEN062 Collect statistical data

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPGOV521A Collect statistical data. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to develop a data collection plan and then collect new data. It includes preparing for data collection, defining data requirements, preparing data collection tools for direct collection, conducting data collection using direct collection, conducting data collection from existing source/s and collating and organising information/data.

This unit applies to those working in generalist and specialist roles within the public sector.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work autonomously consulting others as required, performing complex tasks in a range of familiar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

General

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare for data collection	1.1 Study the project or survey question and clarify where necessary. 1.2 Define expected data outputs. 1.3 Familiarise yourself with proposed technology and customise where necessary. 1.4 Confirm the population for the source of data. 1.5 Assess the survey design for suitability.
2. Define data requirements	2.1 Determine the accuracy requirements (precision) of the data to be collected. 2.2 Define the requirements of proposed information management system with regard to storage and processing of data. 2.3 Define and communicate information requirements to all staff involved in data collection. 2.4 Identify and assess data sources for accessibility and reliability. 2.5 Define the type and extent of data required. 2.6 Apply classification standards to the proposed data.
3. Prepare data collection tools for direct collection	3.1 Define data collection methods and techniques clearly relative to data requirements. 3.2 Identify the optimum method for gathering the proposed data after research of alternatives has occurred. 3.3 Design the survey vehicle or questionnaire in conjunction with a suitably qualified person. 3.4 Test and evaluate the survey vehicle.
4. Conduct data collection using direct collection	4.1 Identify and/or construct the proposed sampling frame. 4.2 Select a sample and implement a pilot study. 4.3 Re-evaluate the proposed survey design based on the results of the pilot study. 4.4 Conduct the main survey according to accepted professional standards. 4.5 Take opportunities to establish and maintain contacts with those who may provide useful information, with due consideration of respondent burden.
5. Conduct data collection from existing source/s	5.1 Source data for the project. 5.2 Identify a range of statistics necessary for the project in conjunction with a suitably qualified person.

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	5.3 Review sources of information regularly for usefulness, reliability and cost. 5.4 Use channels and sources of information effectively.
6. Collate and organise information/data	6.1 Identify statistics to support the project question. 6.2 Collate data electronically. 6.3 Evaluate the accuracy and appropriateness of data. 6.4 Record data in the desired format.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPGOV521A Collect statistical data.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPGEN062 Collect statistical data

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- applying legislation, regulations and policies relating to statistical data collection
- deciding which survey method to use
- designing questionnaires
- using communication methods including consultation, establishing and maintaining contacts
- reading information and data requirements
- writing survey questions that are unambiguous and reflect intended meaning

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- public sector legislation including WHS and environment, regulations, policies, procedures and guidelines relating to statistical data collection, privacy and confidentiality
- the advantages and disadvantages of different data sources
- the differences between census and survey data
- the importance of identifying a good frame
- the quality of the statistics and for what purpose the data can be used
- the limitations of the statistics used
- different data collection methodologies and how they affect results
- data collection and sampling methodologies
- the effects of non-response on survey estimates

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- the impact of types of errors
- national and international classification standards
- information management systems

Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

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PSPGEN063 Process statistical data

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPGOV522A Process statistical data. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to record, store and manage data prior to analysis. It includes preparing raw data for electronic storage, using software tools to collect and/or store data, processing raw data and maintaining records.

This unit applies to those working in generalist and specialist roles within the public sector.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work autonomously consulting others as required, performing complex tasks in a range of familiar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

General

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Use software tools to collect and/or store data	1.1 Use computer technologies in accordance with organisational licensing and manufacturer specifications. 1.2 Use software to collect, store and retrieve data. 1.3 Check and verify computer input and output with a suitable person. 1.4 Code and record data in accordance with organisational and/or professional standards. 1.5 Store and retrieve data in accordance with accepted standards, with metadata included. 1.6 Use geographic information system (GIS) and database tools to access and retrieve a range of data.
2. Process raw data	2.1 Validate data in accordance with statistical standards. 2.2 Use GIS and spreadsheet tools to retrieve data and present it in a suitable format. 2.3 Identify spurious or inaccurate data. 2.4 Ensure data is confidential.
3. Maintain records	3.1 Manage the dataset in accordance with accepted standards. 3.2 Design long-term archiving systems in accordance with accepted standards. 3.3 Perform workplace processes in accordance with relevant quality assurance standards. 3.4 Validate data to ensure accuracy and consistency of data in the dataset.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPGOV522A Process statistical data.

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Links

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Assessment Requirements for PSPGEN063 Process statistical data

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- applying legislation, regulations, policies and standards relating to statistical data processing
- using at least one database management tool
- using information technology, including spreadsheets and databases
- undertaking critical analysis and problem solving
- recordkeeping
- reading and interpreting information
- using numeracy skills for data analysis/validation

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- public sector legislation including WHS and environment, regulations, policies, procedures and guidelines relating to statistical data processing privacy and confidentiality
- statistical standards and classifications
- data processing concepts and systems
- workplace quality assurance standards
- management information policies

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Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPGEN064 Interrogate and analyse statistical data

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPGOV523A Interrogate and analyse statistical data. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to apply techniques to analyse statistical data. It includes planning the analysis, applying statistical concepts and processes, determining strengths and weaknesses of the analysis and producing further statistics.

This unit applies to those working in generalist and specialist roles within the public sector.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently seeking advice as required, performing complex tasks in a range of familiar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

General

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Plan analysis	1.1 Choose analysis and descriptive tools and techniques appropriate to the nature of the information and the required outcome. 1.2 Determine priority of data to be interrogated in consultation with suitably qualified people, and organise work. 1.3 Reflect an understanding of the nature of the program or activity from which the data is obtained in the analysis of material. 1.4 Reflect an understanding of the way in which the data is structured in the system in the analysis. 1.5 Reflect the likely statistical indicators of the results in the analysis.
2. Apply statistical concepts and processes	2.1 Use software to retrieve data and present it in the required format. 2.2 Perform quantitative or qualitative analyses to obtain required outcomes. 2.3 Use analysis and descriptive tools and techniques appropriately given the nature of the information and the required outcomes. 2.4 Express preliminary results in accordance with the required detail, format and timeframe of the project. 2.5 Perform analysis.
3. Determine strengths and weaknesses of analysis	3.1 Identify sources of error and describe as required. 3.2 Identify and describe limitations in the methodology as appropriate. 3.3 Verify the conduct and results of analysis by a suitably qualified person.
4. Produce further statistics	4.1 Calculate summary statistics from the given dataset as required.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

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Unit Mapping Information

This unit supersedes and is equivalent to PSPGOV523A Interrogate and analyse statistical data.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPGEN064 Interrogate and analyse statistical data

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- applying legislation, regulations and policies relating to statistical analysis
- using at least one statistical analysis package
- utilising the most relevant data capture (software)
- using GIS and web mapping/web GIS tools to access and/or manipulate data
- using a spreadsheet or database package for data analysis
- using statistical tools to collect, store and analyse data
- calculating growth rates and percentage change over time
- applying analytical problem solving
- communicating statistical concepts
- being able to "listen" to data needs and use appropriate statistics, including mean, median, mode, standard deviation

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- public sector legislation including WHS and environment, regulations, policies, procedures and guidelines relating to statistical analysis
- the limitations of the data and statistics used
- the concept of variation
- changes occurring over time

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- relevance of the calculated statistics and the meta-data associated with these statistics
- the importance of selecting the appropriate statistical analysis
- the method of selecting the appropriate statistical analysis
- sources of expertise within the organisation

Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPGEN065 Interpret data and related statistics

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPGOV524A Interpret data and related statistics. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to interpret data and related statistics. It includes interpreting graphs or tables, interpreting data and its summarised highlights, interpreting a range of official statistics in a policy environment, presenting statistical results and guiding others in the interpretation of data.

This unit applies to those working in generalist and specialist roles within the public sector.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently seeking advice as required, performing complex tasks in a range of familiar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

General

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Interpret a graph or table	1.1 Write reports based on data that identify relevant relationships within data. 1.2 Calculate row and column percentages from a table. 1.3 Interpret data represented in a table or graph.
2. Interpret data and its summarised highlights	2.1 Define and explain data summaries and trends in a manner suited to the audience. 2.2 Interpret survey data according to accepted standards. 2.3 Interpret data and summarise its highlights. 2.4 Verify interpretation with a suitably qualified person.
3. Interpret a range of official statistics in a policy environment	3.1 Identify and explain data summaries and trends. 3.2 Interpret statistical tests and explain this interpretation. 3.3 Critique the sampling method or survey design. 3.4 Interpret the data in such a way as to inform decision making. 3.5 Verify interpretation with a suitably qualified person. 3.6 Identify the shortcomings of statistical applications in the policy environment.
4. Present statistical results	4.1 Present data in tables, charts and maps so that the reader does not misconstrue it. 4.2 Include glossaries, technical notes and referencing where required. 4.3 Prepare and present reports that include statistical concepts, tables, charts and maps. 4.4 Present findings in a way that is most appropriate for the audience. 4.5 Use charts in presentations that are appropriate to the variables and adhere to accepted standards.
5. Guide others in the interpretation of data	5.1 Define data summaries and trends clearly and communicate to staff involved in the project. 5.2 Communicate the assumptions upon which the interpretation is based, in accordance with audience needs.

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Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPGOV524A Interpret data and related statistics.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPGEN065 Interpret data and related statistics

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- applying legislation, regulations and policies relating to statistical work
- explaining the results of an analysis in writing
- constructing graphs, tables and maps using software
- using presentation software
- communicating with diverse audiences including explaining, interpreting, presenting results

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- public sector legislation including WHS and environment, regulations, policies, procedures and guidelines relating to statistical work
- summary statistics
- statistical tests and related assumptions
- different methodologies and related assumptions
- the quality of a statistic
- sources of error including standard error
- data collection methodologies
- sources of expertise within the organisation
- ‘how numbers relate’ or the associations between statistics

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- the ethical issues associated with presenting statistical results
- intellectual property issues and how they might relate to the data
- confidentiality issues relating to the data
- relevant style manuals

Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPGEN066 Apply government systems

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPGOV601B Apply government systems. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to effectively apply government systems to work in the public sector. It includes applying knowledge of organisational and inter-governmental linkages and political context.

This unit applies to those working in generalist and specialist roles within the public sector.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently seeking advice as required, performing complex tasks in a range of familiar and unfamiliar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

General

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Apply knowledge of organisational linkages	1.1 Identify organisational linkages between government organisations and with quasi-government organisations and non-government organisations and reassess regularly to maintain currency of information. 1.2 Use comprehensive and up-to-date knowledge of organisational linkages in making decisions, and taking advice and actions.
2. Apply knowledge of inter-governmental linkages	2.1 Identify and reassess linkages between governments regularly to maintain currency of information. 2.2 Use comprehensive and up-to-date knowledge of linkages between governments in making decisions, and taking advice and actions.
3. Apply knowledge of political context	3.1 Source information from inside and outside the organisation, and confirm its authenticity and reliability. 3.2 Analyse the political, social and economic environment and take into account emerging trends, and current and possible future goals of the organisation. 3.3 Reflect comprehensive and up-to-date knowledge of the current political environment in decisions, advice and actions taken.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPGOV601B Apply government systems.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPGEN066 Apply government systems

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- locating, accessing and authenticating information
- acquiring, retaining, recalling and communicating information
- applying information and protocols
- discarding redundant information/version control
- dealing with ambiguity and machinery of government changes

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- organisations in the public and private sector
- public sector policy, legislation including WHS and environment, regulations, guidelines, practices
- ethical standards
- governance practices
- systems thinking
- inter-organisational communications strategies/protocols
- organisational and public sector power structures and sources of power

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Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPGEN067 Establish and maintain strategic networks

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPGOV602B Establish and maintain strategic networks. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to establish, expand and use strategic networks. It includes identifying features of required strategic networks, identifying or establishing network links with key stakeholders and building strategic relationships.

This unit applies to those working in generalist and specialist roles within the public sector.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently seeking advice as required, performing complex tasks in a range of familiar and unfamiliar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

General

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Identify features of required strategic networks	1.1 Identify the strategic value and likely outcomes of participating in networks at an individual and organisational level. 1.2 Research and assess the benefits of existing networks. 1.3 Identify key stakeholders and their needs, expectations and roles.
2. Identify or establish network links with key stakeholders	2.1 Identify existing network links between key stakeholders, and identify and initiate strategies to maintain or expand them. 2.2 Establish and use new network links between self and key internal and external stakeholders. 2.3 Develop and maintain strong working relationships among network members.
3. Build strategic relationships	3.1 Establish effective communication channels to exchange strategic information for the mutual benefit of network members. 3.2 Interact and consult with key stakeholders to anticipate developments that may impact on the organisation and require a strategic approach to dealing with them. 3.3 Identify and address misunderstandings and conflict situations. 3.4 Seek and act upon opportunities to improve communication processes and achieve mutually beneficial outcomes.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPGOV602B Establish and maintain strategic networks.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPGEN067 Establish and maintain strategic networks

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence requirements to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- applying legislation, regulations and policies relating to public sector environment
- using communication methods with diverse strategic networks including consultation, liaison, negotiation, building influence and reputation, transparency
- using formal and informal industry communication channels
- resolving conflict in a strategic networking context

Knowledge Evidence

Evidence requirements to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- public sector legislation including WHS and environment, regulations, policies, procedures and guidelines relating to work in a public sector environment
- local/national/international public sector structures/protocols
- industry/professional communication channels and networks
- principles of interpersonal, group and inter-agency communication
- principles of conflict resolution in a strategic context

Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

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Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPGEN068 Develop a tender submission response

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPGOV603B Develop a tender submission response . • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to prepare a written submission responding to a tender to provide goods or services on a cost recovery or for profit basis. It includes identifying opportunities to provide goods or services, analysing tender requirements, determining proposal methodology, preparing estimates, submitting a tender and reviewing the tender process.

This unit applies to those working in generalist and specialist roles within the public sector.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work autonomously consulting others as required, performing complex tasks in a range of familiar and unfamiliar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

General

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Identify opportunities to provide goods or services	1.1 Identify business unit or organisation place in the market. 1.2 Identify and match organisational resources or expertise available for purchase to opportunities. 1.3 Develop business case to demonstrate viability of opportunities and submit for approval.
2. Analyse tender requirements	2.1 Identify scope of the tender requirement. 2.2 Confirm requirements with the funder or purchaser. 2.3 Identify and clarify cultural issues where necessary.
3. Determine proposal methodology	3.1 Select methodology based on available resources, available expertise and client requirements.
4. Prepare estimate	4.1 Prepare estimate to take account of all requirements and allow for contingencies. 4.2 Structure estimate to provide for cost recovery or profit. 4.3 Estimate costs to enable provision of goods or services to the standards required by the client. 4.4 Check estimate for accuracy and detail.
5. Submit a tender	5.1 Prepare tender. 5.2 Address required details and meet client requirements in preparing tender response. 5.3 Submit tender within required timeframe. 5.4 Meet organisational recordkeeping requirements for tender responses.
6. Review tender process	6.1 Negotiate changes and variations to the tender to meet the needs of the client and the organisation in accordance with contractual arrangements and delegated authority. 6.2 Evaluate tender response, outcome and preparation process using feedback from a range of stakeholders and use the results to improve subsequent quotations.

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Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPGOV603B Develop a tender submission response .

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPGEN068 Develop a tender submission response

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified, the candidate must demonstrate evidence of performance of the following on at least one occasion.

- applying legislation, policy and guidelines
- using numeracy in selecting and applying mathematical concepts, estimating, checking reasonableness of results
- using mathematical language to communicate mathematical information
- managing financial and other resources
- using literacy for oral and written clarification of issues and for negotiating variations and changes with clients
- using required language and style for written submissions
- using technical and other vocabulary
- networking strategically with clients, suppliers and stakeholders
- evaluating and reviewing information

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified, the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- state/territory or Commonwealth legislation and guidelines that apply to selling government services locally, nationally and internationally
- organisational guidelines, policies and practices
- financial accountability requirements

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- legal requirements of selling government services
- implications of different contracting agreements
- whole-of-life considerations
- delegations
- approval processes
- range of evaluation methods
- tender management processes
- public sector legislation, including WHS and environment, in the context of developing tender responses

Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPGEN069 Foster leadership and innovation

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPGOV604A Foster leadership and innovation. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to foster leadership and innovative work practices in others. It includes providing a model of innovative practice, organising workgroups to develop innovation and leadership, organising work assignments to facilitate innovation, supporting workgroup to develop leadership and innovation, monitoring innovation and leadership development and providing feedback on innovation and leadership development.

This unit applies to those working in generalist and specialist roles within the public sector.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work autonomously consulting others as required, performing complex tasks in a range of familiar and unfamiliar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

General

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Provide a model of innovative practice	1.1 Promote and reinforce the value placed on leadership and innovation by the organisation. 1.2 Identify and share within workgroups effective leadership styles and the benefits of innovative work practices. 1.3 Identify leaders who demonstrate a range of leadership styles and provide workgroup members with opportunities to learn from them. 1.4 Model and encourage innovative work practices in the workgroup. 1.5 Identify and address barriers to innovation with the workgroup.
2. Organise workgroups to develop innovation and leadership	2.1 Analyse performance requirements for the workgroup. 2.2 Gather information about workgroup members. 2.3 Identify strengths and weaknesses of individual workgroup members in a manner that takes account of cultural and individual differences. 2.4 Assign workgroup roles to match individual capacities and leadership styles. 2.5 Assign workgroup members in a manner that fosters sharing of ideas.
3. Organise work assignments to facilitate innovation	3.1 Structure and allocate work to support innovation. 3.2 Communicate work assignments to workgroup members in ways that encourage and reinforce group-based innovation. 3.3 Allocate tasks and activities to ensure the best use of workgroup skills. 3.4 Include timeframes and resources that allow for innovation in work assignments.
4. Support workgroup to develop leadership and innovation	4.1 Encourage workgroup members to work collaboratively on work assignments. 4.2 Encourage workgroup members to share work information, knowledge and experiences in their day to day work. 4.3 Encourage workgroup members to seek external stimuli and

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	knowledge and to set up and maintain networks that support the development of leadership and innovation. 4.4 Provide guidance to workgroup members on the use of innovation skills in ways suited to their current knowledge and experience. 4.5 Encourage workgroup members to take a leadership role at different times throughout work assignments in accordance with their strengths or development needs. 4.6 Coach workgroup members to ensure they have the skills to underpin the development of leadership and innovation skills.
5. Monitor innovation and leadership development	5.1 Encourage workgroup members to reflect on activities and opportunities for innovation. 5.2 Evaluate workgroup activities based on feedback from workgroup members, management, clients and other interested people. 5.3 Encourage and implement suggestions for work improvements made by workgroup. 5.4 Record and present reviews of the application of innovation and leadership skills as required. 5.5 Review the development process and discuss and analyse outcomes constructively.
6. Provide feedback on innovation and leadership development	6.1 Discuss and use feedback from review processes to inform future innovation and leadership planning. 6.2 Acknowledge different leadership styles and their value in providing inspiration or closure at various points in the innovative process. 6.3 Celebrate successful innovations. 6.4 Discuss and resolve problems in the use of innovation skills in a constructive way.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPGOV604A Foster leadership and innovation.

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPGEN069 Foster leadership and innovation

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- applying legislation, regulations and policies relating to the public sector
- providing leadership and delegation
- applying innovation in own work
- communicating with a diverse workforce including listening, giving and receiving feedback and conflict resolution
- mentoring and motivating others
- undertaking evaluation
- matching staff competence to task requirements

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- public sector legislation including WHS and environment, regulations, policies, procedures and guidelines relating to the public sector
- innovation and its application in the workplace
- leadership principles
- techniques for evaluating performance
- group dynamics
- mentoring and learning principles

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Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPGEN070 Persuade and influence opinion

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPGOV605A Persuade and influence opinion. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to persuade and influence opinion in high-level workplace communication for working at a senior level with internal and external clients, colleagues and other staff. It includes preparing for high-level communication, critically analysing and responding to opinions, persuading and influencing others, and reflecting on and honing communication strategies.

This unit applies to those working in generalist and specialist roles within the public sector.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work autonomously consulting others as required, performing sophisticated tasks in a range of contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

General

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare for high-level communication	1.1 Clarify communication objectives, confirm those to be present and identify communication mode. 1.2 Anticipate the likely attitudes of and positions to be taken by those present on the matters under discussion. 1.3 Consider communication styles of those to be present and assess their effect on the tone and likely progress of the discussion. 1.4 Undertake critical self-evaluation of communication strengths and vulnerabilities and compare with other participants' in planned encounters. 1.5 Research and organise subject matter, identify key messages and plan tactics to use personal strengths and maximise outcomes.
2. Critically analyse and respond to opinions	2.1 Listen to others critically and responsively to evaluate complex levels of meaning in spoken communication and to identify bias or unsupported argument. 2.2 Note tone, style, non-verbal elements and points of view of speakers and consider their use in influencing and affecting particular outcomes. 2.3 Analyse reaction to speakers and their point of view to identify and manage emotional triggers and maintain objectivity. 2.4 Welcome opposing or challenging views and examine them for their value in achieving the same ends. 2.5 Examine communication for subtext, significant inclusions and exclusions, socio-cultural values, attitudes and assumptions. 2.6 Explore complex concepts and ideas to clarify understanding, and to challenge and justify interpretations based on underlying assumptions, beliefs and values.
3. Persuade and influence others	3.1 Choose a communication approach to maximise effect with the given audience. 3.2 Assert sustained points of view with determination and conviction. 3.3 Modify content and approach when speaking to an unresponsive audience, and handle diversions and unexpected questions

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	confidently. 3.4 Use a variety of verbal and non-verbal behaviour to explain abstract ideas and expand on complex issues. 3.5 Respond to complex questions and arguments with reasoned explanation. 3.6 Handle disagreements or conflicting personalities objectively and negotiate agreements where possible, concluding with positive summaries of achievement.
4. Reflect on and hone communication strategies	4.1 Seek feedback from others, assess outcomes and analyse underlying interactions and motivations. 4.2 Analyse own vulnerability to emotional and other seductive appeals dispassionately. 4.3 Articulate and use lessons learnt to underpin future interactions. 4.4 Develop and practise sophisticated language structures and features that influence audiences. 4.5 Explore and practise creative and innovative communication strategies for a range of workplace applications.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPGOV605A Persuade and influence opinion.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPGEN070 Persuade and influence opinion

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified, the candidate must demonstrate evidence of performance of the following on at least one occasion.

- applying legislation, regulations and policies relating to communication in the public sector
- analysing and using language structures and features that influence the interpretation of spoken communication
- interacting responsively, critically and confidently with both familiar and unfamiliar groups on specialised topics in formal and informal workplace situations
- speaking with confidence and listening critically

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified, the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- public sector legislation including WHS and environment, regulations, policies, procedures and guidelines relating to communication in the public sector
- the power and effect of spoken language
- stylistic devices and their ethical use for calculated effect
- the ways in which socio-cultural factors, language features and structures, and non-verbal elements combine to influence the interpretation of spoken communication

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Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPGEN071 Prepare high-level written communication

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPGOV606A Prepare high-level/sensitive written materials. • Unit code updated • Unit title changed • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to prepare high-level written communication including the preparation of complex, sensitive materials. It includes preparing for high-level written communication, critically analysing other positions and preparing persuasive written communication.

This unit applies to those working in generalist and specialist roles within the public sector.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently seeking advice as required, performing complex tasks in a range of familiar and unfamiliar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

General

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare to write high-level communication	1.1 Clarify communication objectives, identify stakeholders and determine political or other sensitivities. 1.2 Undertake research to anticipate the likely attitudes of and positions of stakeholders on the matter under consideration. 1.3 Research and organise subject matter, identify key messages and plan written materials that will maximise outcomes.
2. Critically analyse other positions	2.1 Evaluate other positions critically to identify complex meaning in written communication. 2.2 Examine written materials to identify subtext, bias or unsupported argument. 2.3 Explore complex concepts and ideas to clarify understanding, and justify, or challenge interpretations. 2.4 Compare and contrast evidence and evaluate sources for reliability and authenticity. 2.5 Use evidence to test other positions and draw conclusions about their validity and strengths.
3. Prepare persuasive written communication	3.1 Choose communication approach to positively influence and remove barriers to understanding for the audience. 3.2 Undertake a risk assessment and implement risk management in relation to document preparation and content. 3.3 Analyse input information provided by others for fit with the chosen approach and consistency with values. 3.4 Synthesise information and prepare complex documents. 3.5 Seek feedback from others on document effectiveness for the purpose intended, assess outcomes, and use feedback to underpin future writing. 3.6 Provide feedback to contributors of information to improve future input in a manner that provides learning opportunities for the contributors.

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Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPGOV606A Prepare high-level/sensitive written materials.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPGEN071 Prepare high-level written communication

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified, the candidate must demonstrate evidence of performance of the following on at least one occasion.

- reading and writing at a level to cope with complex and sensitive workplace materials, including identifying:
  - subtext
  - significant inclusions and exclusions
  - socio-cultural values
  - attitudes and bias
  - assumptions
- critically analysing and synthesising information to compose complex written documents
- researching other pertinent information, including supporting/opposing position papers
- refining content, structure and sequence according to the required purpose of written material
- analysing and using language structures and features that influence the interpretation of written communication, including:
  - using spelling, punctuation and grammar for workplace documents at an experienced level
  - providing feedback on other people’s work in ways suited to the diversity of the workplace, including creation of learning opportunities to improve research and document input
- cross-cultural communication requirements

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Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified, the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- public sector legislation including WHS and environment
- regulations, policies, procedures and guidelines relating to written communication in the public sector, including privacy, freedom of information, information security, confidentiality, copyright and intellectual property
- critical analysis of complex information in a government context
- politically and culturally sensitive documents
- organisational requirements for complex written documents
- government style manual requirements
- persuasive written language devices and their ethical use for calculated effect
- the ways in which socio-cultural factors, language features and structures combine to influence the interpretation of written information

Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPGEN072 Manage compliance with workplace relations legislation

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPWPR502A Manage compliance with workplace relations legislation. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to administer and manage compliance with workplace relations legislation and provide consultation and advice to those with this responsibility. It includes assessing compliance of workplace conditions and entitlements with workplace relations legislation, reviewing non-compliant workplace conditions and entitlements and proposing resolution strategies and contributing to compliance with workplace relations legislation.

This unit applies to those working in generalist and specialist roles within the public sector.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently, performing complex tasks in a range of familiar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

General

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Assess compliance of workplace conditions and entitlements with workplace relations legislation	1.1 Access and interpret current, relevant workplace relations legislation and guidance information. 1.2 Evaluate workplace conditions and entitlements and identify factors that may constitute non-compliance with workplace relations legislation. 1.3 Gather and record information that will assist in the assessment of a breach as necessary. 1.4 Identify breaches of legislation, possible outcomes, course of action and refer to appropriate persons. 1.5 Record and report assessment of breach.
2. Review non-compliant workplace conditions and entitlements and propose resolution strategies	2.1 Gather and record information that assists in the assessment of non-compliance from advisory materials, stakeholders and workplace documents. 2.2 Review and compare information to workplace relations legislative requirements to assess non-compliance. 2.3 Assess urgency of non-compliance resolution and allocate priority to enable prompt and effective action. 2.4 Suggest or seek strategies for resolving non-compliant factors of workplace conditions and entitlements. 2.5 Contribute to resolution of non-compliance. 2.6 Complete and process records and reports.
3. Contribute to compliance with workplace relations legislation	3.1 Communicate compliance requirements of workplace relations legislation to relevant persons, confirm understanding and ensure consistency. 3.2 Convey potential consequences of non-compliance with workplace relations legislation using language and examples suited to individual needs. 3.3 Identify and address practices that may contribute to non-compliance.

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Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPWPR502A Manage compliance with workplace relations legislation.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPGEN072 Manage compliance with workplace relations legislation

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- reading, interpreting and communicating legislation, regulations, policies, procedures and guidelines relating to workplace relations
- preparing reports and correspondence containing information that is impartial, validated, accurate and complete
- communicating impartially and diplomatically with diverse stakeholders, including conducting open discussions and using appropriate questioning techniques
- planning and prioritising work
- working as a member of a team
- consulting and providing advice
- organising and planning skills to administer and manage records and files

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- workplace relations framework
- workplace relations legislation, including conditions and entitlements
- relevant support organisations
- common and case law
- strategies for encouraging compliance, including advice sheets and checklists and transparency of workplace arrangements

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- roles and responsibilities of stakeholders, including employers, employees, legal representatives, unions, advisory bodies and other government agencies
- procedures and protocols for reporting non-compliance with workplace relations legislation
- consequences of non-compliance with workplace relations legislation
- organisational policies and procedures relating to managing compliance with workplace relations legislation

Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPGEN073 Prepare for community engagement

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPCOM501A Prepare for community engagement. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to identify and understand the various communities targeted to be involved in engagement activities or programs. It includes development of an analytical framework, defining and assessing the composition of the target community, identifying community cultural systems and protocols and building a community profile.

This unit applies to those working in a role where they identify communities to be involved in engagement activities.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work autonomously in consultation with others, while performing complex tasks in a range of familiar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

General

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Develop an analytical framework	1.1 Identify the context within which community engagement may ethically be undertaken and the underpinning policy drivers. 1.2 Identify and consult key stakeholders to ensure the framework is culturally appropriate and addresses key community characteristics. 1.3 Define the task and objectives for the engagement program. 1.4 Allocate resources to implement the framework according to the requirements of the task and budgetary constraints. 1.5 Develop the framework to meet the requirement to assist in analysing and understanding the community.
2. Define the target community	2.1 Identify research techniques in accordance with community engagement information requirements and community preferences. 2.2 Gather and analyse information according to the requirements of the research strategy. 2.3 Define target community with sufficient breadth and depth to meet community engagement program requirements. 2.4 Conduct community research in a manner that builds community trust and confidence.
3. Assess community features	3.1 Acknowledge and respect community diversity. 3.2 Identify the community's formal and informal leadership structure, and acknowledge and adhere to protocols and cultural practices. 3.3 Detail community makeup and structures, and establish relationships through formal and informal community networks. 3.4 Identify barriers to involvement by the community in the engagement process, and develop strategies to address them. 3.5 Identify risks and issues in relation to engaging with the community, and develop strategies to address them.
4. Build a community profile	4.1 Conduct an environmental scan to examine potential impacts on community engagement. 4.2 Detail the composition of the community and its leadership

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	structures. 4.3 Identify the community's formal and informal networks and its formal and informal cultural practices. 4.4 Detail barriers to community engagement and risks, including prior experiences, and recommendations for addressing them. 4.5 Validate profile with stakeholders.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPCOM501A Prepare for community engagement.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPGEN073 Prepare for community engagement

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified, the candidate must demonstrate evidence of performance of the following on at least one occasion.

- facilitating, consulting and networking with diverse communities using communication styles to suit diverse audiences and purposes
- explaining complex and formal policies and concepts to a variety of audiences
- translating community engagement theory into practice
- researching and analysing community information
- applying lateral thinking to provide solutions and overcome barriers to community engagement
- applying work health and safety procedures to community consultation
- detailing requirements, writing recommendations and preparing community profiles requiring complex language structures and precision of expression

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified, the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- legislation, regulations, policies, procedures and guidelines relating to community engagement
- community engagement theory, principles, practices and techniques
- principles of leadership in the context of community engagement
- principles of cultural awareness and cross-cultural communication
- power relationships

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- community politics and dynamics, including stigma
- barriers to community engagement
- public sector values and codes of conduct
- principles of ethical conduct
- principles of social justice
- equal employment opportunity, equity and diversity principles
- work health and safety procedures relating to community consultation

Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

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PSPGEN074 Develop and implement community engagement strategies

Modification History

Release	Comments
2	Updated incorrect content in Elements and Performance Criteria.
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPCOM502A Develop and implement community engagement strategies. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to design and implement effective activities or programs that involve the community in government policy development, planning and decision making processes. It includes issue analysis, scoping, designing, implementing, reporting and evaluating on community engagement activities or programs.

This unit applies to those working in roles where they are designing activities to involve the community in government decisions.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work autonomously in consultation with others, while performing complex tasks in a range of familiar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

General

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Conduct an issue analysis	1.1 Develop a framework to assist in analysing an issue that requires community engagement. 1.2 Identify and consult key stakeholders in accordance with organisational policy and procedures. 1.3 Use the framework to conduct the analysis, and identify community engagement options in accordance with organisational requirements.
2. Scope community engagement activity or program	2.1 Identify parameters and constraints of community engagement, including time and resource limitations. 2.2 Establish the purpose and objectives of community engagement in consultation with key stakeholders, including what is negotiable, clarifying what is with relevant personnel. 2.3 Develop objectives that are relevant, achievable, measurable, flexible enough to allow for the emergence of new options or ideas and are linked to program/project objectives. 2.4 Define the target community in accordance with the purpose, objectives and scope of activity. 2.5 Determine the level of community engagement, methods and techniques to suit the purpose, objectives, target community and scope of activity. 2.6 Identify likely barriers to community engagement involvement and strategies to address them.
3. Design community engagement activity or program	3.1 Identify and use opportunities, where possible, to involve the community in the design of the engagement activity or program and its evaluation. 3.2 Identify benefits for community involvement in the engagement process, both for the organisation and the community. 3.3 Identify and apply relevant government/agency guidelines, protocols, systems and processes. 3.4 Design programs to address risks and issues with appropriate mitigation measures including strategies to identify and include those missed in the community definition.

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	3.5 Embed communication, monitoring, reporting, feedback and evaluation processes in the activity or program. 3.6 Obtain relevant commitment to/approval of the activity or program in accordance with organisational policy and procedures.
4. Implement community engagement activity or program	4.1 Allocate resources and time to the implementation process, including a process manager/facilitator with the necessary capabilities, in accordance with the program design. 4.2 Coordinate the implementation across the agency and across government, where relevant. 4.3 Communicate the objectives and constraints of the engagement in a manner that is understood by all participants. 4.4 Establish clarity around the roles and responsibilities of all participants and the level of influence of the participants on the final decision. 4.5 Identify and manage the expectations of participants and provide the community is with all relevant information throughout the engagement process. 4.6 Implement feedback mechanisms in accordance with the process plan, and community requirements and address barriers to community engagement involvement to maximise participation. 4.7 Address risks and issues with appropriate mitigation measures. 4.8 Acknowledge and respect community diversity throughout, and the process is transparent and managed in accordance with planned design. 4.9 Implement the process flexibly enough to allow the community to raise new ideas or options and provide the community with opportunities to develop their engagement.
5. Report on the outcomes of community engagement	5.1 Report outcomes of community engagement to relevant government/agency staff, all participants and those who may be affected or have a significant interest, in accordance with organisational policy and procedures. 5.2 Provide feedback to all participants on how the outcomes may inform government/agency planning or decision making.
6. Evaluate community engagement activity	6.1 Use a good practice model to evaluate all components of the engagement activity or program in accordance with the design plan. 6.2 Obtain feedback on the quality of the activity or program from participants. 6.3 Analyse the extent to which the engagement outcomes informed government/agency planning and decision making. 6.4 Record, share and use achievements and lessons from the engagement activity or program across the government/agency and with the community in accordance with organisational policy

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	and procedures.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPCOM502A Develop and implement community engagement strategies.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPGEN074 Develop and implement community engagement strategies

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- working with diverse communities using communication styles to suit different audiences and purposes
- managing expectations
- explaining complex and formal policies and concepts to a variety of audiences
- facilitating community engagement, including relationship building, networking, negotiation, conflict management and risk management
- scoping, designing and implementing community engagement activities/programs including project management, time management and budget management
- applying lateral thinking to provide solutions and overcome barriers to community engagement
- evaluating community engagement activities/programs
- applying workplace safety procedures to community engagement activities
- detailing requirements, writing recommendations and preparing community engagement reports requiring complex language structures and precision of expression

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- legislation, regulations, policies, procedures and guidelines relating to community engagement
- community engagement theory, principles, practices and techniques

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- public sector ethics and codes of conduct
- facilitation/process management in the context of community engagement
- principles of cultural awareness and cross cultural communication
- social justice principles
- organisational policies related to communication and the media
- equal employment opportunity, equity and diversity principles
- workplace safety procedures relating to community engagement activities

Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPGEN075 Build and maintain community relationships

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPCOM503A Build and maintain community relationships. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to set the parameters for relationships or partnerships between public sector and outside organisations, provide information relating to community engagement, develop engagement strategies and relationships, and build community problem solving capacity.

This unit applies to those working in a role where they are required to develop and maintain relationships and partnerships with individuals or communities.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to, including those related to WHS and environment in the context of dealing with external customers.

Those undertaking this unit would generally work independently, as part of a team and with supervisory responsibilities. They would perform complex tasks in a range of familiar and unfamiliar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

General

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Set the parameters for relationships	1.1 Develop a contextual framework to assist in analysing and setting parameters for relationships. 1.2 Establish and agree upon the parameters and purpose for the relationships. 1.3 Allow flexibility for incorporation of new ideas and options. 1.4 Identify and manage the dynamics within and across relationships. 1.5 Identify and agree the benefits for both parties. 1.6 Identify constraints, including time, procedural and resource limitations and allocate resources.
2. Provide information relating to community engagement	2.1 Assess current community understanding of the roles and responsibilities of public officials and provide information to clarify the roles and responsibilities. 2.2 Explain the rights and responsibilities of individuals and communities to be involved in government processes and decision making. 2.3 Communicate organisation's priorities, strategic direction, systems, decision making and approval processes. 2.4 Communicate opportunities for community involvement in processes and decision-making in ways suited to the diversity of the community.
3. Build community engagement capacity	3.1 Identify and address the skills and knowledge requirements of individuals and communities to engage with government with a range of strategies tailored to individual needs. 3.2 Identify, resource and promote opportunities for individuals and communities to develop their capacity to engage with government. 3.3 Develop and implement innovative strategies to identify and reach out to community groups and individuals who demonstrate low engagement with government. 3.4 Tap into informal and formal community networks to strengthen local capital and to ensure ongoing capacity.

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	3.5 Identify barriers to community engagement, formulate and implement solutions.
4. Build community problem-solving capacity	4.1 Provide information and opportunities for involvement in government processes and decision making to individuals and communities in accordance with their needs and preferences. 4.2 Identify and promote existing and new ways to engage with government in a variety of ways suited to diverse communities. 4.3 Develop mechanisms for communities to raise their own issues with government, implement and promote in accordance with community context. 4.4 Develop a range of strategies to address community issues in partnership with communities. 4.5 Implement mutually developed and agreed solutions to community issues. 4.6 Identify and use strategies for reporting developments to communities.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPCOM503A Build and maintain community relationships.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPGEN075 Build and maintain community relationships

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified, the candidate must demonstrate evidence of performance of the following on at least three occasions:

- establishing and fostering transparent, trusting relationships/partnerships with individuals and communities
- maintaining multiple and potentially conflicting relationships/partnerships
- working with diverse communities using communication styles to suit different audiences and purposes
- explaining complex and formal policies and concepts to a variety of audiences
- applying lateral thinking to provide solutions and overcome barriers to community engagement
- linking people to appropriate capacity-building opportunities
- applying workplace safety procedures to community engagement activities
- preparing community engagement information requiring the presentation of complex information using simple language structures and precision of expression

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified, the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- legislation, regulations, policies, procedures and guidelines relating to community engagement
- community engagement theory, principles, practices and techniques
- community development practices and principles
- public sector values and codes of conduct

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- leadership and managing expectations in the context of community engagement
- principles of cultural awareness and cross-cultural communication
- equal employment opportunity, equity and diversity principles
- workplace safety procedures relating to community engagement activities

Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPGEN076 Use public sector financial processes

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPFIN401A Use public sector financial processes. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to have basic knowledge of the public sector financial framework and its application to routine financial processes by staff working in a non-specialist finance role but with responsibility for financial duties/processes. It includes identifying and implementing public sector financial requirements related to the work role.

This unit applies to those working in the public sector who deals with financial frameworks and processes.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently with some supervision of others, performing routine tasks in a familiar context.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

General

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Identify public sector financial requirements	1.1 Identify the elements of the public sector financial management compliance framework relating to the work role and confirm organisational requirements relating to the application of these elements. 1.2 Identify delegation requirements relating to work functions. 1.3 Identify internal financial controls and separation of duties relating to the business unit and identify and clarify the implications of these with senior staff. 1.4 Locate public sector financial policies and procedures supporting the work role and identify their requirements.
2. Implement public sector financial requirements	2.1 Carry out and record financial processes. 2.2 Differentiate levels of delegations and implement delegation requirements relating to work functions. 2.3 Apply internal controls in the work area.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPFIN401A Use public sector financial processes.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPGEN076 Use public sector financial processes

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- reading complex and formal documents, including legislation, policies and processes, and applying them to work practices
- adjusting communication to suit different audiences
- entering data and preparing reports requiring precision of expression
- applying delegations
- accessing information and legislation electronically or in hard copy
- applying environmental and work health and safety procedures relating to working in the public sector

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- public sector legislation including work health and safety and environment, policies and processes relating to public sector finance
- basic knowledge of the public sector financial management compliance framework and its elements
- documents that make up the financial framework
- public sector delegations related to the work function
- internal controls and separation of duties
- corporate governance requirements/relationship of the financial management compliance framework to organisational structures

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- ethics/codes of conduct
- financial application software
- basic accounting principles related to the work function

Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPGEN077 Apply public sector financial policies and processes

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPFIN501A Apply public sector financial policies and processes. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to have detailed knowledge of the public sector financial framework, a working knowledge of external requirements and the application of these to work in a specialist finance role in the public sector. It includes identifying and implementing public sector requirements for financial services.

This unit applies to those working in the public sector with specialist knowledge of public sector financial framework and its applications.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work autonomously with some supervision of others, performing complex tasks in a familiar context.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

General

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Identify public sector requirements for financial management	1.1 Identify the elements of the public sector financial management compliance framework as these relate to the organisation and confirm requirements regarding the application of them. 1.2 Identify delegation requirements relating to work functions throughout the organisation. 1.3 Identify and clarify internal financial control principles and operational mechanisms within the organisation with senior finance staff. 1.4 Locate public sector financial policies and procedures relating to the work role and the organisation and identify the requirements of them.
2. Implement public sector financial management requirements	2.1 Provide financial services. 2.2 Provide advice, within the limits of responsibility, regarding public sector financial policies and procedures and accounting standards. 2.3 Develop and review organisational procedures to reflect the requirements of public sector financial policy, guidelines and procedures. 2.4 Differentiate levels of delegation, assess work situations and explain and implement delegation requirements relating to functions. 2.5 Apply internal control mechanisms within an organisational context.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

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Unit Mapping Information

This unit supersedes and is equivalent to PSPFIN501A Apply public sector financial policies and processes.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPGEN077 Apply public sector financial policies and processes

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- reading complex and formal documents, including legislation, policies, procedures, and accounting standards, and providing advice on their interpretation and application
- adjusting communication to suit different audiences
- using financial applications for entering data and preparing reports requiring accuracy of expression
- applying delegations
- working in accordance with public sector industry benchmarks
- accessing information and legislation electronically or in hard copy
- applying environmental and work health and safety procedures relating to working in the public sector
- applying numeracy skills and reading and interpreting financial information

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- public sector legislation including work health and safety and environment, policies and processes relating to public sector finance
- public sector financial management compliance framework (detailed knowledge) and the relationship of the elements of the framework
- documents that make up the financial management compliance framework
- delegations and why the public sector uses them

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- internal controls, mechanisms for internal controls and why these are used
- separation of duties
- corporate governance requirements/relationship of financial management compliance framework to organisational structures
- service level agreements
- accrual accounting principles
- ethics/code of conduct

Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPGEN078 Apply complex public sector financial requirements

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPFIN601A Apply complex public sector financial requirements. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to interpret complex financial policies and procedures and provision of advice on complex financial issues. It includes intimate, high-level knowledge of the public sector financial management compliance framework, external requirements, industry and accounting standards and the application of these to work in a specialist finance role in the public sector. It includes interpreting and applying complex public sector financial requirements, establishing and applying internal financial controls, and formulating/maintaining financial policy.

This unit applies to those working in the public sector in specialist financial roles.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work autonomously, supervising others where necessary, performing complex tasks in a familiar context.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

General

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Interpret and apply complex public sector financial requirements	1.1 Identify public sector financial requirements. 1.2 Interpret and explain public sector financial management compliance framework hierarchy to others in accordance with their needs, to ensure the organisation's compliance with the framework's requirements. 1.3 Provide advice regarding interpretation of public sector financial policies and procedures and accounting standards. 1.4 Interpret and provide information on the organisation's financial controls and accountabilities to management and staff. 1.5 Develop and refine business solutions for the organisation.
2. Establish and apply internal financial controls	2.1 Analyse current internal controls for improvement and revise or replace as required. 2.2 Review controls to ensure they include effective delegation levels, lines of responsibility, and associated accountabilities. 2.3 Check controls for consistency with government policy and organisational structure. 2.4 Implement, document and make accessible systems and surrounding control procedures.
3. Formulate and maintain financial policy and procedures	3.1 Interpret public sector financial policies and procedures and provide advice on the implications for the organisation's financial policy and procedures. 3.2 Develop and approve organisational financial policy and procedures. 3.3 Provide input to inter-departmental accounting groups responsible for policy development. 3.4 Develop policies to meet regulatory and legislative requirements and cost-effective best practice.

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Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPFIN601A Apply complex public sector financial requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPGEN078 Apply complex public sector financial requirements

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- interpreting complex and formal documents, including legislation, policies, procedures, and accounting standards, and providing advice on their interpretation and application
- adjusting communication to suit different audiences
- preparing reports and policies requiring precision of expression
- setting industry benchmarks and influencing policy
- synthesising and applying information and legislation accessed electronically or in hard copy
- applying environmental and work health and safety procedures relating to working in the public sector

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- public sector legislation including work health and safety and environment, policies and processes relating to public sector finance
- public sector financial management compliance framework (intimate knowledge) and the relationship of the elements of the framework
- internal control principles and how these have been applied to financial processes
- corporate governance requirements/relationship of financial management compliance framework to organisational structures
- service level agreements

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- internal and external reporting requirements
- industry and accounting standards
- public sector standards and codes of conduct/ethics

Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPGEN079 Undertake strategic financial analysis

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPFIN602A Undertake strategic financial analysis. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to perform strategic financial analysis in the public sector. It includes analysing organisational issues, determining the current resource position of the organisation, and assisting in identifying and assessing resourcing strategies.

This unit applies to those working in the public sector providing specialist financial analysis.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work autonomously, supervising others where necessary, performing complex tasks in a familiar context.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

General

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Analyse organisational issues	1.1 Identify the financial management implications of the internal and external issues facing the organisation. 1.2 Consult internal and external stakeholders and identify the impact of their expectations on financial management. 1.3 Analyse information to identify strategic financial management issues and the impact of legislative requirements.
2. Ascertain the current resource position of the organisation	2.1 Identify existing strategic priorities and confirm their resource requirements. 2.2 Asses the economic viability of proposed goals and objectives and identify resource requirements. 2.3 Prepare resource assessments to confirm the current resource position and seek endorsement by management.
3. Assist in identifying and assessing resourcing strategies	3.1 Consider the financial implications of alternative resourcing and program delivery strategies. 3.2 Use financial evaluation techniques to assess the effect and financial sensitivity of alternative strategies and program variations.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPFIN602A Undertake strategic financial analysis.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPGEN079 Undertake strategic financial analysis

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- interpreting organisational information in financial terms
- preparing strategies and reports requiring precision of expression
- financial assessment and evaluation
- applying environmental and work health and safety procedures relating to working in the public sector

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- public sector legislation including work health and safety and environment, policies and processes relating to public sector finance
- strategic planning processes
- undertaking financial evaluation techniques
- alternative resourcing strategies
- forecasting, financial sensitivity testing and cost-benefit analysis

Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

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Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPGEN080 Develop public sector financial strategies

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPFIN603A Develop public sector financial strategies. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to perform translations of organisational strategic objectives into program and resource terms. It includes developing linkages between strategic planning and financial management, establishing and maintaining strategies to address risk management and taxation, determining resource requirements in financial terms, and developing financial bids and estimates.

This unit applies to those working in the public sector providing specialist financial support.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work autonomously, performing complex tasks in a familiar context.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

General

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Develop linkages between strategic planning outcomes and financial management processes	1.1 Provide financial management authority and autonomy within organisational and program structures to enable outcomes to be achieved. 1.2 Structure financial processes to ensure manageable linkages to program outputs while retaining internal controls. 1.3 Organise activities to be funded or managed into programs and sub-programs to reflect logical groupings of organisational objectives that address current government policy and strategy. 1.4 Develop linkages to outputs and outcomes in accordance with the organisation's business and longer term plans.
2. Establish and maintain a financial risk management strategy	2.1 Identify and measure current and potential risk exposures, including alternative profiles. 2.2 Implement and monitor cost effective policies and procedures for minimising and managing exposures. 2.3 Document and review financial risk management policies and practices. 2.4 Identify and resource learning, development and support needs to assist staff to effectively manage risk.
3. Establish and maintain a taxation strategy	3.1 Determine exposure to applicable state or territory and federal taxes and develop a strategy to increase taxation awareness within the organisation. 3.2 Seek, provide and use strategic taxation advice in the development of the strategy. 3.3 Establish and maintain a cost-effective strategy to capture, quantify, minimise and pay taxation liabilities in accordance with law.
4. Establish resource requirements in financial terms	4.1 Determine physical asset and human resource requirements in accordance with program requirements. 4.2 Use financial analysis techniques to evaluate and approve alternative and new resource allocation proposals. 4.3 Establish processes to allocate resources efficiently, effectively and economically in accordance with prioritised strategic and

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	operational plans. 4.4 Establish service delivery requirements. 4.5 Develop and maintain a strategic asset plan and submit it for approval.
5. Develop financial bids and estimates	5.1 Cost organisational initiatives and prepare bids and/or estimates in accordance with budgetary processes and requirements. 5.2 Link bids and/or estimates to organisational priorities, based on substantiated information and logical assumptions, taking account of resource constraints and organisational needs. 5.3 Develop bids and/or estimates to reflect outstanding liabilities and receipt collections and prepare to meet critical submission dates. 5.4 Prepare supporting documentation to justify bids and/or estimates.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPFIN603A Develop public sector financial strategies.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPGEN080 Develop public sector financial strategies

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- interpreting organisational information in financial terms
- adjusting communication to suit different audiences
- preparing strategies and reports requiring precision of expression
- undertaking financial analysis
- costing and preparing bids and estimates
- accessing information and legislation electronically or in hard copy
- applying environmental and work health and safety procedures relating to working in the public sector

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- public sector legislation including work health and safety and environment, policies and processes relating to public sector finance
- ethics/codes of conduct
- operational planning processes
- financial risk management
- applicable state/territory and Commonwealth taxes
- government budget cycle including budget and additional estimates, budget processes and guidelines

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- Senate committee hearings
- appropriation structure/funding mechanisms (including those including Commonwealth/state/territory relationships)
- costing policies and procedures
- principles of accrual accounting

Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPGEN081 Provide public affairs writing and editorial services

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPPA501A Provide public affairs writing and editorial services. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to provide writing and editorial services. It includes researching and writing publications, preparing speeches, reporting on complex or controversial issues, and providing editorial services.

This unit applies to those working in public sector administration roles providing written and editorial services pertaining to public affairs.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently in consultation with others, performing complex tasks in a range of familiar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

General

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Research and write publications	1.1 Determine production and deadline requirements, purpose and objectives of the publication. 1.2 Identify sources of information for stories and/or publications. 1.3 Gather and assess information for newsworthiness and audience appeal and determine and approve an approach/story angle. 1.4 Draft, then refine and redraft content until it meets creative, technical and production requirements. 1.5 Submit content for approval and finalise.
2. Prepare speeches	2.1 Gather and assess information for relevance to the topic and the audience. 2.2 Develop ideas and concepts logically and articulate them clearly. 2.3 Prepare speech notes using language that captures the voice of the intended speaker, and allows the message to be delivered clearly and authoritatively. 2.4 Identify potential questions and prepare possible answers in accordance with the content and government policy directions. 2.5 Submit speech notes for review and/or approval, re-draft as required, and finalise.
3. Report on complex/ controversial issues	3.1 Determine output format, purpose, audience and deadline/s. 3.2 Analyse source material for political, social or economic issues relevant to the organisation. 3.3 Identify cultural context of the information and take account of in interpretation. 3.4 Recognise stereotypes, bias, prejudice and motive. 3.5 Identify key issues, separate fact from opinion and explore underlying values and beliefs. 3.6 Synthesise information and prepare documents and submit.
4. Provide editorial services	4.1 Assist others with the preparation of written materials to maintain the writing style and standards for organisational publications. 4.2 Review the purpose, intent and specialist vocabulary of materials prepared by others with the writer/s and edit to conform to organisational style and the target audience. 4.3 Proof and return materials or submit for approval and publication.

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Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPPA501A Provide public affairs writing and editorial services.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPGEN081 Provide public affairs writing and editorial services

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified, the candidate must demonstrate evidence of performance of the following on at least one occasion.

- applying legislation, regulations and policies relating to the preparation public affairs materials
- researching, writing, and correctly targeting publications in diverse genres
- working with others to maintain standards in organisational publications
- interpreting complex issues and putting them into briefing format
- writing clear, well-researched speeches and statements for diverse audiences
- applying procedures relating to work health and safety and the environment in the context of public affairs

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified, the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- public sector legislation including work health and safety and the environment, regulations, policies, procedures and guidelines relating to the preparation and security of written information in the public sector
- legislation relating to libel, slander, copyright, privacy, confidentiality
- critical analysis of complex information in a government/organisational context
- politically and culturally sensitive issues for the organisation
- organisational requirements for publications and speeches
- government style manual requirements

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- government protocol
- interpretive and journalistic writing styles
- speechwriting
- grammar and spelling
- equal employment opportunity, equity and diversity principles

Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPGEN082 Coordinate public affairs events and activities

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPPA502A Coordinate public affairs events and activities. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to coordinate public affairs events and activities. It includes planning and implementing events and activities, and evaluating implementation and outcomes.

This unit applies to those working in public affairs, managing relationships with the media.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently in consultation with others, performing complex tasks in a range of familiar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

General

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Plan events and activities	1.1 Analyse broad public affairs objectives for the organisation to ensure that events and activities advance those objectives. 1.2 Determine the range and types of public affairs events or activities in line with broad public affairs objectives, and obtain approvals. 1.3 Determine objectives and target audience/s for each event and activity in line with organisational requirements. 1.4 Develop project plans to identify the requirements for all aspects of events and activities and to assign responsibilities. 1.5 Assess risks and likely contingencies and address their management in project plans. 1.6 Develop criteria and measures to monitor progress and evaluate achievement of objectives.
2. Implement events and activities	2.1 Obtain resources and implement plans. 2.2 Brief personnel to be involved and coordinate speeches as required. 2.3 Coordinate events and activities. 2.4 Handle contingencies in accordance with organisational risk management arrangements identified in the planning for events or activities.
3. Evaluate implementation and outcomes	3.1 Evaluate coordination and planning of individual events and activities, and document lessons learned to improve future planning. 3.2 Assess events and activities in terms of their effectiveness in reaching the target audience/s and achieving desired target audience response. 3.3 Assess implementation in terms of achieving individual objectives and meeting criteria for each event or activity. 3.4 Assess the outcomes of events or activities in terms of achieving broad public affairs objectives for the organisation.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

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Unit Mapping Information

This unit supersedes and is equivalent to PSPPA502A Coordinate public affairs events and activities.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPGEN082 Coordinate public affairs events and activities

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- applying legislation, regulations and policies relating to public affairs
- planning and coordinating events/activities for different audiences
- publicising events and activities to encourage public participation
- preparing speeches
- applying procedures relating to work health and safety and the environment and sustainability in the context of public affairs

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- public sector legislation including work health and safety and the environment, regulations, policies, procedures and guidelines in the context of public affairs
- event planning and coordination
- using the mass media
- evaluation in the context of public affairs events and activities

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Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPGEN083 Manage public affairs

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPPA601A Manage public affairs. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to manage public affairs. It includes contributing to public affairs scope and direction, planning and managing public affairs programs, developing crisis management strategies and handling high-profile events.

This unit applies to those working in the public sector managing public affairs.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently supervising others, while performing complex tasks in a range of contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

General

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Contribute to public affairs scope and direction	1.1 Conduct an environmental scan to identify public affairs issues and needs for the organisation. 1.2 Identify target audiences for public affairs action. 1.3 Develop public affairs objectives and programs in line with the organisation's business and strategic plans. 1.4 Develop criteria and measures for assessing objectives. 1.5 Identify resourcing requirements and negotiate the scope of public affairs activities in accordance with organisational priorities and resource constraints.
2. Plan and manage public affairs program	2.1 Develop operational plan for public affairs to integrate strategies and coordinate communications and activities. 2.2 Develop schedules for communications and activities that are flexible enough to provide for contingencies and emerging issues. 2.3 Define responsibilities and accountabilities, and identify reporting requirements and benchmarks for monitoring the program. 2.4 Implement and monitor public affairs program to ensure progress or make changes to achieve the program objectives. 2.5 Evaluate results in terms of media coverage, penetration and desired audience response, identify reasons for variations and make changes to improve results.
3. Develop crisis management communication strategies	3.1 Assess organisational activities and operations to identify potential crisis factors and evaluate risk management strategies. 3.2 Explore and determine the composition of a crisis communication team in terms of required specialist knowledge and guidance. 3.3 Identify training needs for potential spokespersons and organise media training. 3.4 Identify individuals and groups who must be contacted in crisis situations, establish lines of communication and confirm their roles and responsibilities. 3.5 Develop crisis management action plan and submit for approval.
4. Handle high-profile events	4.1 Undertake public affairs strategic planning for high-profile events. 4.2 Involve outside groups, partners, the media and business in sponsoring/supporting special events as required. 4.3 Apply and explain protocol standards to others as required to

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	ensure a positive organisational outcome from high-profile events. 4.4 Oversee and support the involvement of managers, staff and government representatives in high-profile events. 4.5 Prepare speeches and statements for management and other officials for special events or in times of crisis.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPPA601A Manage public affairs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPGEN083 Manage public affairs

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified, the candidate must demonstrate evidence of performance of the following on at least one occasion.

- applying legislation, regulations and policies relating to public affairs
- planning and setting objectives
- undertaking strategy development
- documenting crisis management communication strategies and protocols, including post crisis communication to inform crisis management action plans
- establishing and maintaining relationships inside and outside the organisation
- communication including consulting, negotiating and liaising with diverse groups
- applying procedures relating to work health and safety and the environment in the context of public affairs

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified, the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- public sector legislation including work health and safety and the environment, regulations, policies, procedures and guidelines relating to public affairs
- public affairs capability and how this relates to organisational objectives
- event management
- requirements of crisis management communication strategies

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Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

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PSPGEN084 Provide public affairs advisory service

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPPA602A Provide public affairs advisory service. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to provide a public affairs advisory service to management that provides a direct unfiltered link to trends, public opinion and perspectives. It includes advising on sensitive situations, advising on reactions to organisational action and advising on organisational materials.

This unit applies to those working as public affairs advisors to management within the public sector.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently in consultation with others, performing complex tasks in a range of familiar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

General

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Advise on sensitive situations	1.1 Maintain close communication with national, regional and local media to identify and anticipate issues of significance to the organisation. 1.2 Identify and assess trends, public opinion and perspectives for their impact on the organisation. 1.3 Provide advice on sensitive issues as they arise and on emerging issues that may be politically sensitive for the organisation. 1.4 Ensure advice is based on well-researched background information, is objective and meets the organisation's needs. 1.5 Ensure advice includes strategies for dealing with sensitive situations while maintaining confidentiality, and handling breaches of confidentiality.
2. Advise on reactions to organisational action	2.1 Analyse proposed organisational policies, programs and actions for their impact on clients and/or the public. 2.2 Provide advice on anticipated or actual public and media reaction to proposed organisational changes. 2.3 Include in advice given strategies for ensuring full understanding of the benefits of change, minimising damage to the organisation's image and reputation, and recommendations to counter negative publicity. 2.4 Provide candid, objective and confidential advice.
3. Advise on organisational materials	3.1 Analyse draft materials produced by the organisation for political, social or economic issues relevant to the government as a whole, the intended audience and/or the public. 3.2 Identify cultural context of the information in terms of its relevance or otherwise to the target audience and the general population. 3.3 Identify stereotypes, bias, prejudice and motive and highlight for amendment. 3.4 Identify key issues, separate fact from opinion and explore underlying values and beliefs. 3.5 Synthesise information and prepare advice or feedback to ensure

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	publications meet organisational standards and contribute to public affairs outcomes.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPPA602A Provide public affairs advisory service.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPGEN084 Provide public affairs advisory service

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified, the candidate must demonstrate evidence of performance of the following on at least one occasion.

- applying legislation, regulations and policies relating to public affairs
- analysing organisational policy, core business and client group for potential sensitive issues
- using discretion and judgment with sensitive issues
- providing candid confidential advice
- analysing and interpreting organisational materials to advise on changes to address sensitive issues
- applying procedures relating to work health and safety and the environment in the context of public affairs

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified, the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- public sector legislation including work health and safety and the environment, regulations, policies, procedures and guidelines relating to public affairs
- maintaining relationships with key media contacts
- journalistic and interpretive writing
- strategies to deal with sensitive situations to defend the organisation’s position in the face of criticism

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Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPGEN085 Manage media relationships

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPPA603A Manage media relationships. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to manage media relationships to enable the organisation's services and achievements to be recognised and to deal with sensitive issues as they arise. It includes liaising with media personnel, negotiating media coverage, monitoring media coverage and preparing spokespersons for media interaction.

This unit applies to those working in public affairs, managing relationships with the media.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently in consultation with others, performing complex tasks in a range of familiar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

General

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Liaise with media personnel	1.1 Obtain information on local, regional and national media contacts and keep up to date. 1.2 Confirm processes and procedures for dealing with the media, and establish requirements for format, presentation and deadlines for information. 1.3 Establish communication processes to develop mutual trust and cooperation, and to foster awareness of public affairs events and activities. 1.4 Provide information that is reliable and represents the current position of the organisation or situation to the media. 1.5 Handle situations where serious errors or misquoting occurs.
2. Negotiate media coverage	2.1 Assess the potential level of interest in particular events, and make activities and communications, and media selections to maximise coverage and achieve public affairs objectives. 2.2 Identify the form of information and preferred message positions to maximise media coverage. 2.3 Give notice to the media of the timing of events and activities, and provide contact information to enable confirmation of details. 2.4 Negotiate media coverage.
3. Monitor media coverage	3.1 Assess options for monitoring media coverage and select based on organisational requirements and value for money. 3.2 Develop and implement procedures for monitoring media performance, and recommend actions that address variations from expected performance. 3.3 Evaluate media coverage in terms of effectiveness in achieving message placement objectives, anticipated impact and public affairs objectives.
4. Prepare spokespersons for media interaction	4.1 Brief spokespersons on the characteristics, communication techniques and potential impact of media interviews for newspapers, radio and television. 4.2 Brief spokespersons on interview approaches and the techniques of specific interviewers.

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	4.3 Establish objectives with spokespersons for interview outcomes in planned situations in order to communicate specific information. 4.4 Provide responses and techniques for achieving positive communication outcomes in unplanned media interactions. 4.5 Prepare spokespersons for crisis situations in accordance with crisis communication plans and responsibilities.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPPA603A Manage media relationships.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPGEN085 Manage media relationships

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified, the candidate must demonstrate evidence of performance of the following on at least one occasion.

- applying legislation, regulations and policies relating to public affairs
- using communication methods and strategies with diverse groups, including consultation, liaison, advice, negotiation
- assessing and providing newsworthy information
- applying procedures relating to work health and safety and environment in the context of public affairs

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- public sector legislation, including work health and safety and the environment, regulations, policies, procedures and guidelines relating to public affairs
- the importance of relationships with key media contacts
- the range of media and the usefulness of each for particular information or messages
- organisational procedures for dealing with the media

Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

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Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPGSD001 Identify and select government service delivery options

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPGSD401A Identify and select government service delivery options. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to select and offer government service delivery options to meet the needs of eligible applicants. It includes assessing the need for government services, identifying available options, addressing issues, and matching service delivery to the best service option or making referrals if required.

This unit applies to those working in public sector roles but may be applied to anyone working in a similar organisational context.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently within a team, performing complex tasks in a range of familiar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Government service delivery

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Assess the need for government services	1.1 Assess applicant circumstances and needs for complexity, urgency and eligibility and identify priorities for service delivery. 1.2 Identify and assess barriers. 1.3 Establish and maintain professional rapport and mutual respect. 1.4 Provide information about the range of services available.
2. Identify government service delivery options	2.1 Obtain, record and validate personal details and relevant information about circumstances and environment. 2.2 Identify and explain statutory or legislative provisions related to government services. 2.3 Follow and explain accepted practice, duty of care obligations and the code of conduct of the organisation. 2.4 Identify and reflect internal expectations about how the team plans to deliver government services when interacting with the public. 2.5 Identify service options that match documented needs.
3. Match service delivery to needs	3.1 Use documented needs to identify the service option of best fit. 3.2 Identify and address individual differences, safety and diversity issues. 3.3 Obtain consent to receive services and exchange personal information. 3.4 Make a service offer based on up-to-date information on available options, consistent with entitlements. 3.5 Communicate own roles and responsibilities and the rights and obligations of those receiving government services.
4. Address concerns/issues	4.1 Conduct questioning and conversation in a manner which promotes positive participation. 4.2 Employ active listening to encourage open expression of thoughts and ideas. 4.3 Undertake negotiation when necessary and accept and consider differences in views. 4.4 Obtain and implement advice about communication difficulties

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	from supervisor. 4.5 Apply strategies to deal with aggression.
5. Make referrals	5.1 Obtain support or refer where there is a complexity of needs or there are issues outside the area of responsibility. 5.2 Establish and maintain networks to ensure referrals to appropriate services. 5.3 Provide assistance with access to services from within and outside the organisation.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPGSD401A Identify and select government service delivery options.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPGSD001 Identify and select government service delivery options

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- using active listening to gather information and clarify circumstances
- reading complex, formal documents including legislation and guidelines and explaining them to people from diverse backgrounds
- gathering and analysing information to match needs to services
- determining eligibility, entitlements and allowances
- identifying when referrals are required and making them to the appropriate agency
- applying workplace safety procedures in the context of government service delivery

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- the organisation’s protocols for introducing oneself to customers/clients
- the range of applicant circumstances and complexity of needs in the context of government service delivery
- barriers to effective service delivery
- service offers
- range of services available through the organisation
- legislation, policy and procedures relating to government service delivery, including work health and safety and environment and sustainability practices

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Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPGSD002 Administer government service delivery requirements

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPGSD402A Administer government service delivery requirements. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to administer government service offers, agreements and records. It includes reviewing service offers or agreements, and reviewing and updating records.

This unit applies to those working in public sector roles but may be applied to anyone working in a similar organisational context.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently, performing routine tasks in a range of familiar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Government service delivery

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Administer service offers or agreements	1.1 Identify and act on the need for assistance. 1.2 Identify and explain mutual obligations, rights and responsibilities associated with government service delivery. 1.3 Ensure delivery of services matches the circumstances.
2. Review service offers or agreements	2.1 Review service offer decisions as required. 2.2 Process appeals against service offer decisions. 2.3 Identify and negotiate ongoing resources and support required to progress the service offer. 2.4 Update records to reflect changes in circumstances.
3. Review and update government service delivery records	3.1 Review service delivery records for accuracy and currency. 3.2 Record and update information about individuals' needs as circumstances change. 3.3 Update information systems and records related to services provided to individuals. 3.4 Protect the privacy and security of personal information and records.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPGSD402A Administer government service delivery requirements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPGSD002 Administer government service delivery requirements

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- reading complex, formal documents including legislation and guidelines and explaining them to people from diverse backgrounds
- granting and adjusting payments

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- the range of applicant circumstances and complexity of needs in the context of government service delivery
- range of services available through the organisation
- mutual obligations, rights and responsibilities
- service offers
- appeal processes
- administration systems and requirements for payments and benefits
- legislation, policy, procedures and protocols relating to government service delivery, including work health and safety and environment and sustainability practices
- principles of equal employment opportunity and diversity

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Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPGSD003 Conduct government service delivery interviews

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPGSD403A Conduct government service delivery interviews. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to conduct interviews relating to government service delivery. It includes undertaking pre-interview preparation, and obtaining compliance with legislative requirements.

This unit applies to those working in public sector roles but may be applied to anyone working in a similar organisational context.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently, performing routine tasks in a familiar context.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Government service delivery

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Undertake interviews	1.1 Prepare for interview. 1.2 Discuss and adhere to meeting structures, timeframes and protocols. 1.3 Employ a range of communication strategies and questioning techniques. 1.4 Use problem-solving skills to test and confirm the reliability of the information as it is provided, and review and clarify information to ensure its relevance and sufficiency. 1.5 Communicate outcomes of interactions with interviewees.
2. Ensure compliance	2.1 Identify and explain legislation requirements and entitlements. 2.2 Explain consequences of non-compliance. 2.3 Check interviewees' understanding of compliance requirements and the consequences of non-compliance and clarify any issues as required. 2.4 Refer to more senior staff if interviewees do not accept and comply with legislative requirements. 2.5 Maintain records of interviews.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPGSD403A Conduct government service delivery interviews.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPGSD003 Conduct government service delivery interviews

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- reading complex, formal documents including legislation and guidelines and explaining them to people from diverse backgrounds
- gathering and analysing information using communication strategies and questioning techniques
- applying workplace safety procedures in the context of government service delivery interviews
- identifying and explaining legislation requirements and entitlements using language, materials and support to suit the needs of interviewees

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- the range of applicant circumstances and complexity of needs in the context of government service delivery
- legal requirements relating to interviewing in a government service delivery context
- legislation requirements and entitlements
- legislation, policy, procedures and protocols relating to government service delivery, including work health and safety and environment
- principles of equal employment opportunity and diversity

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Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPGSD004 Administer delivery of financial and other benefits

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPGSD404A Administer delivery of financial and other benefits. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to administer financial and other benefits relating to government service delivery. It includes determining entitlements and allowances, administering payments and benefits, and processing payments.

This unit applies to those working in public sector roles but may be applied to anyone working in a similar organisational context.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently, performing routine tasks in a familiar context.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Government service delivery

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Determine entitlements and allowances	1.1 Determine individuals' eligibility for government products or services. 1.2 Apply eligibility tests or checks to confirm payment stream, entitlements and allowances. 1.3 Identify and accommodate special needs. 1.4 Offer a package of services and benefits which matches needs and entitlements.
2. Administer ongoing entitlements and obligations	2.1 Fulfil the government's obligations. 2.2 Support the recipients' obligations to the government. 2.3 Action, as needed, breaches, suspensions and restorations.
3. Administer payments and benefits	3.1 Grant payments or benefits. 3.2 Make adjustments to payments and benefits consultatively with the individuals concerned. 3.3 Confirm and review payments and benefits. 3.4 Identify and recover errors and debts.
4. Process payments	4.1 Establish entitlements and record obligations, if required. 4.2 Initiate transactions having confirmed individuals' preferred option for payment delivery. 4.3 Authorise and send payments.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPGSD404A Administer delivery of financial and other benefits.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPGSD004 Administer delivery of financial and other benefits

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- reading complex, formal documents including legislation and guidelines and explaining them to people from diverse backgrounds
- applying workplace safety procedures in the context of government service delivery

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- the range of circumstances and complexity of needs in the context of government service delivery
- special needs of applicants
- special assistance available
- mutual obligations, rights and responsibilities
- legislative requirements for entitlements and allowances
- methods of preventing or minimising debt
- legislation, policy, procedures and protocols relating to government service delivery, including work health and safety and environment

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Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPGSD005 Introduce the government service delivery model

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPGSD405A Introduce the government service delivery model. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required by staff working as the first point of contact between applicants and the government, to introduce the government service delivery model. It includes agreeing on the initial service offer, establishing or updating of accounts, and providing personalised service.

This unit applies to those working in public sector roles but may be applied to anyone working in a similar organisational context.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently in consultation with others as required, performing complex tasks in a familiar context.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Government service delivery

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Deal with initial service offer	1.1 Profile needs and assess entitlement eligibility, outcome and compliance risk. 1.2 Identify service options to suit applicant needs and entitlements and establish preferred business delivery channel. 1.3 Record personal information. 1.4 Research applicant options and obtain advice when necessary. 1.5 Negotiate handover of applicants' accounts with other staff.
2. Establish and/or update accounts of service recipients	2.1 Use system tools and business management systems to record and process services requested and delivered. 2.2 Provide information for statutory or performance reporting in the required format and timeframes. 2.3 Take action to prevent and identify any debts and initiate withholdings for recovery.
3. Provide personalised service	3.1 Provide initial encouragement to those identified as having a participation requirement. 3.2 Communicate adverse decisions. 3.3 Employ motivational interviewing and questioning. 3.4 Make referrals to external service providers and broker services relevant to the life event. 3.5 Undertake liaison with other staff to ensure the best service commencement outcome.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPGSD405A Introduce the government service delivery model.

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPGSD005 Introduce the government service delivery model

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- reading complex, formal documents including legislation and guidelines and explaining them to people from diverse backgrounds
- gathering and analysing information to assess eligibility and research service options
- communicating with diverse audiences for purposes including liaison, referral, handover of information, communicating adverse decisions
- identifying and responding to debt

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- the range of circumstances and complexity of needs in the context of government service delivery
- special needs of applicants
- mutual obligations, rights and responsibilities
- the range of service options
- system tools and business systems for establishing and updating accounts
- methods of preventing or minimising debt
- legislation, policy, procedures and protocols relating to government service delivery, including work health and safety and environment

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Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPGSD006 Facilitate participation in government service delivery

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPGSD406A Facilitate participation in government service delivery. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required by staff working as participation advisers to facilitate participation in government service delivery. It includes establishing the service offer, developing and managing personalised service, and working with individuals and the community.

This unit applies to those working in public sector roles but may be applied to anyone working in a similar organisational context.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently with supervision responsibilities, while performing complex tasks in a range of familiar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Government service delivery

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Establish the service offer	1.1 Assess barriers to social and economic participation. 1.2 Review and assess continuing entitlements, including payments and other assistance. 1.3 Liaise with other staff to ensure appropriate changes to service offers are made and to arrange handovers when required. 1.4 Create and maintain accounts to meet established quality and accuracy standards of the organisation.
2. Develop and manage personalised service	2.1 Offer personalised intervention strategies and propose goal-based solutions. 2.2 Negotiate and manage effective service agreements and participation plans. 2.3 Manage preparations and mutual obligation interviews. 2.4 Broker referrals to internal specialists or external service providers relevant to individuals' current circumstances. 2.5 Identify and offer strategies and activities to facilitate achievement of agreed participation goals and to maximise outcomes for the individual and the organisation.
3. Work with individuals and the community	3.1 Identify opportunities for participation within the local community within established requirements. 3.2 Consider the interests of external groups providing opportunities for individuals in brokering referrals. 3.3 Provide information to community groups on the objectives and outcomes of participation programs. 3.4 Monitor the effectiveness of participation strategies at the individual and community level.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

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Unit Mapping Information

This unit supersedes and is equivalent to PSPGSD406A Facilitate participation in government service delivery.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPGSD006 Facilitate participation in government service delivery

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- reading complex, formal documents including legislation and guidelines and explaining them to people from diverse backgrounds
- gathering and analysing information to assess eligibility and research service options
- communicating with diverse audiences for purposes including liaison, referral, handover of information
- interviewing and questioning people from diverse backgrounds

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- the range of circumstances and complexity of needs in the context of government service delivery
- barriers to social and economic participation
- mutual obligations, rights and responsibilities
- personalised intervention strategies
- service agreements and participation plans
- external groups providing opportunities for participation
- legislation, policy, procedures and protocols relating to government service delivery, including work health and safety and environment

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Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPGSD007 Assist self-management of government service offers

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPGSD407A Assist self-management of government service offers. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to provide assistance to recipients of government benefits and entitlements with managing their own service offers. This includes providing personalised service, maintaining detailed service plans, managing mutual obligations and breaching, and responding to changes in need.

This unit applies to those working as customer service officers providing assistance to government benefit recipients.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently with supervision responsibilities, while performing complex tasks in familiar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Government service delivery

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Provide personalised service	1.1 Ensure service offers remain relevant to circumstances. 1.2 Deal with enquiries related to the service offers. 1.3 Provide general information about payments and services. 1.4 Provide streaming and referrals to other internal advisers.
2. Maintain detailed service plans	2.1 Use accurate and up-to-date information about individuals, service options and the service being delivered as the basis of service delivery. 2.2 Identify and resolve payment-related issues. 2.3 Initiate interventions, as indicated by history or need. 2.4 Apply established quality and accuracy standards for all records.
3. Manage mutual obligations and breaching	3.1 Monitor progress against agreed plans. 3.2 Record, maintain and apply government service information to future dealings. 3.3 Raise debts, and waive or finalise, when required.
4. Respond to changes in need	4.1 Reassess service offers in the light of changing circumstances and needs. 4.2 Identify and report situations of risk, potential risk or urgent need. 4.3 Liaise with other staff to ensure changes to service offers are made in line with agreed requirements and to arrange handovers when required.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

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Unit Mapping Information

This unit supersedes and is equivalent to PSPGSD407A Assist self-management of government service offers.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPGSD007 Assist self-management of government service offers

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- reading complex, formal documents including legislation and guidelines and explaining them to people from diverse backgrounds
- gathering and analysing information to re-assess service offers
- communicating with diverse audiences for purposes including liaison, referral, handover of information
- interviewing people from diverse backgrounds
- providing personalised service
- dealing with payment-related issues, breaches and debts
- identifying and dealing with risk, potential risk and urgent needs

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- the range of circumstances and complexity of needs in the context of government service delivery
- barriers to social and economic participation
- rights, responsibilities, mutual obligations and breaching
- personalised intervention strategies
- service agreements and plans
- internal advisers available

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- quality and accuracy standards for records
- legislation, policy, procedures and protocols relating to government service delivery, including work health and safety and environment
- principles of equal employment opportunity and diversity

Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPGSD008 Assist government service recipients with complex needs

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPGSD408A Assist government service recipients with complex needs. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to assist users of government services who have complex needs. It includes engaging users, and developing and maintaining working partnerships with others who may assist users, to increase their level of economic and social participation.

This unit applies to those working in public sector roles but may be applied to anyone working in a similar organisational context.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work autonomously in consultation with others, performing complex tasks in a range of familiar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Government service delivery

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Engage government service recipients with complex needs	1.1 Identify and address complex barriers to participation. 1.2 Identify goals and opportunities in consultation with government service recipients. 1.3 Support service recipients to participate as fully as possible. 1.4 Negotiate and develop individualised plans with recipients and monitor and support progress. 1.5 Establish collaborative working relationships with specialists to assess barriers and capacity to participate. 1.6 Facilitate collaboration between internal specialists to deliver an integrated service in complex situations.
2. Develop and maintain working partnerships	2.1 Establish personal liaison with local providers, service delivery agents or partners, and make personal referrals to them in accordance with needs. 2.2 Develop and maintain relationships with external providers who can assist government service recipients increase their level of economic and social participation. 2.3 Establish and maintain community partnerships, including the undertaking of ongoing outreach work.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPGSD408A Assist government service recipients with complex needs.

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPGSD008 Assist government service recipients with complex needs

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- working with government service recipients with complex needs
- communicating with diverse audiences for purposes including liaison, referral, determining goals
- working with people from diverse backgrounds
- providing individualised service

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- the range of circumstances and complexity of needs in the context of government service delivery
- complex barriers to social and economic participation
- partnerships that will assist government service recipients with complex needs
- individualised plans
- legislation, policy, procedures and protocols relating to government service delivery, including work health and safety and environment

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Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPGSD009 Deal with incorrect payments and debts

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPGSD409A Deal with incorrect payments and debts. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to detect and investigate incorrect payments and debts, and to develop strategies to deal with them. It includes preventing or minimising debt and negotiating repayments.

This unit applies to those working in public sector roles but may be applied to anyone working in a similar organisational context.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work autonomously in consultation with others, performing complex tasks in a range of familiar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Government service delivery

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prevent or minimise debt	1.1 Implement systems and procedures to prevent or minimise the impact of incorrect payments on those in receipt of government benefits, and the organisation. 1.2 Investigate sources of incorrect payments or causes of debt and review processes or procedures. 1.3 Communicate risks and penalties associated with fraud and default, to the team and service recipients, to deter overpayments.
2. Investigate payments and debts	2.1 Identify incorrect payments and recoverable debts and record corrective actions. 2.2 Research legislation to guarantee its correct application to outstanding debts. 2.3 Review service delivery records to identify under- and over-payments.
3. Instigate recovery action	3.1 Confirm personal details and relevant information about recipients' circumstances and environment. 3.2 Negotiate repayment strategies that are mutually acceptable and meet legislative and policy requirements. 3.3 Monitor repayments to ensure compliance with the strategy and allow early intervention and negotiation on non-compliance.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPGSD409A Deal with incorrect payments and debts.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPGSD009 Deal with incorrect payments and debts

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- applying legislation, regulations and policies relating to payments, benefits, debt recovery and fraud control
- applying mathematical techniques for developing payment strategies
- communicating with diverse clients including consulting, negotiating, interviewing and dealing with conflict

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- legislation, regulations, policies, procedures and guidelines relating to benefits, payments and debt recovery
- recoverable debts
- payment strategy options
- fraud control principles
- equal employment opportunity, equity and diversity principles
- public sector legislation including work health and safety and environmental requirements, in the context of dealing with incorrect payments and debts

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Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPGSD010 Develop and implement procedures for government service delivery

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPGSD501A Develop and implement procedures for government service delivery. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to provide quality service delivery through the development and implementation of systems, strategies and procedures. It includes monitoring procedures to maximise the quality of government service delivery.

This unit applies to those working in public sector roles but may be applied to anyone working in a similar organisational context.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work autonomously in consultation with others, performing complex tasks in a familiar context.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Government service delivery

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Develop procedures to maximise the quality of service delivery	1.1 Implement procedures to ensure that decisions about targeting of government services are based on up-to-date information about available services and users. 1.2 Establish and maintain systems and procedures so teams can access specialist information and assistance when working with organisations and individuals with particular needs. 1.3 Develop and implement procedures to monitor and address changing trends in circumstances, legislation, environmental factors or urgency of needs. 1.4 Develop and implement client/customer contact strategies and protocols. 1.5 Develop and implement strategies for internal and external distribution of information to ensure individual and organisational effectiveness is maximised. 1.6 Develop and implement strategies to deal with contingencies, identified gaps and inadequacies in service provision.
2. Implement and monitor procedures to maximise the quality of service delivery	2.1 Monitor organisational standards and procedures application within the team. 2.2 Implement programs to ensure that the skills required to work with a diverse client/customer group are developed within the team. 2.3 Respond to operational issues requiring action. 2.4 Establish and maintain networks, to ensure appropriate referrals to services from within and outside the organisation. 2.5 Share information and strategies relating to the government service delivery role through interaction and consultation with colleagues and users of the services. 2.6 Monitor the quality and efficiency of processes and identify improvements.

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Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPGSD501A Develop and implement procedures for government service delivery.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPGSD010 Develop and implement procedures for government service delivery

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- developing systems, processes, strategies and procedures to support staff in the provision of quality government service delivery
- writing procedures requiring precision of expression
- reading complex documents including legislation and policies and translating them into action through the development of systems, procedures and processes
- working with government service users with complex needs
- working with people from diverse backgrounds

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- the range of circumstances and complexity of needs of individuals accessing government service delivery
- information needs of teams and team leaders in government service delivery
- quality standards relating to government service delivery
- available specialist service providers
- legislation, policy, procedures and protocols relating to government service delivery, including work health and safety and environment
- principles of equal employment opportunity and diversity of staff and clients/customers in a government service delivery environment

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Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPGSD011 Manage the emergent dynamics of government service delivery

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPGSD502A Manage the emergent dynamics of government service delivery. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to perform contingency management in a government service delivery environment. It includes managing government service reception, dealing with complaints and aggression, and assuring public safety in a government service delivery environment.

This unit applies to those working in public sector roles but may be applied to anyone working in a similar organisational context.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work autonomously in consultation with others as necessary, performing routine tasks in a range of contexts that could be unpredictable.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Government service delivery

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Manage government service reception	1.1 Establish and monitor reception and/or front office functions and efficiency. 1.2 Monitor and evaluate the effectiveness of queuing strategies, and make responses to peak demand periods to minimise impact on individuals. 1.3 Maintain items and information available to the public in government service delivery sites.
2. Deal with complaints and aggression	2.1 Recognise and cater for the complex needs and challenges facing individuals accessing government service delivery. 2.2 Monitor ongoing satisfaction and identify the concerns of dissatisfied and aggrieved individuals. 2.3 Identify and apply established frameworks for resolving conflict and aggression in government service delivery. 2.4 Review and agree on actions to resolve identified issues with individuals. 2.5 Make referrals in consultation with the individual and specialist service providers.
3. Assure public safety in a government service delivery environment	3.1 Develop and implement, risk management and response plans for potential emergencies or crises. 3.2 Access relevant emergency services. 3.3 Debrief affected parties. 3.4 Record any incidents.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

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Unit Mapping Information

This unit supersedes and is equivalent to PSPGSD502A Manage the emergent dynamics of government service delivery.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPGSD011 Manage the emergent dynamics of government service delivery

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- working with government service users with complex needs
- communicating with diverse audiences for purposes including liaising, referring, questioning, resolving conflict
- working with people from diverse backgrounds
- dealing with aggression
- debriefing affected parties after an incident
- preparing records of incidents

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- the range of circumstances and complexity of needs of individuals accessing government service delivery
- risk management and response
- established frameworks for resolving conflict and aggression
- available emergency services
- available specialist service providers
- legislation, policy, procedures and protocols relating to government service delivery, including work health and safety and environment

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Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPGSD012 Provide specialist technical service delivery

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPGSD503A Provide specialist technical service delivery. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to apply technical, policy and administrative knowledge to handle complex cases in a government service delivery environment. It includes facilitating application of complex legislation, policy and guidelines, establishing and managing the relationship between the organisation and other service sectors, and handling complex cases.

This unit applies to those working in public sector roles but may be applied to anyone working in a similar organisational context.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work autonomously in consultation with others as necessary, performing complex tasks in a range of familiar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Government service delivery

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Facilitate application of complex legislation, policy and guidelines	1.1 Interpret legislation in relation to complex income and asset determinations, qualifications and eligibility. 1.2 Review policy and guidelines in relation to legislated requirements relating to complex investment and financial arrangements. 1.3 Apply high-level investigative and decision-making skills in the application of legislation, policy and guidelines. 1.4 Tailor and provide consultancy services regarding complex issues to service delivery staff in accordance with their needs and experience. 1.5 Provide training in business structures and related income and assets test issues to other service delivery staff.
2. Establish and manage the relationship between the organisation and other service sectors	2.1 Develop and maintain relationships with other service sectors that can assist government service users. 2.2 Obtain advice on the interpretation of policy, instructions and legislation regarding issues relating to income and assets tests. 2.3 Provide advice to government service users, their representatives and the welfare services sector on the interpretation of policy, instructions and legislation on issues relating to income and assets tests. 2.4 Broker contact between government service users, their representatives and the financial services sector on issues which involve the income and assets tests.
3. Handle complex cases	3.1 Apply technical, policy and administrative knowledge to assess the entitlements of government service users with complex needs. 3.2 Analyse and investigate complex issues. 3.3 Assess and review service offers for individuals with complex needs routinely. 3.4 Exercise delegations to make determinations of entitlements and obligations.

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Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPGSD503A Provide specialist technical service delivery.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPGSD012 Provide specialist technical service delivery

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- undertaking high-level investigation and decision-making related to specialist technical service delivery
- working with government service users with complex needs
- communicating with diverse audiences for different purposes
- working with people from diverse backgrounds
- providing training in business structures and related income and assets test issues to other service delivery staff

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- the range of circumstances and complexity of needs of individuals accessing government service delivery
- complex investment and financial arrangements of government service users
- legislation, policy, procedures and protocols relating to government service delivery, including occupational health and safety and environment
- policy, instructions and legislation on issues relating to income and assets tests

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Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPHRM001 Administer human resource processes

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPHR402A Administer human resource processes. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to administer human resource processes related to workforce planning, recruitment, remuneration, learning and development, employment relations, redeployment, retention and separation. It includes receiving and providing administrative information, processing workforce data, entry and exit information, and administering learning and development arrangements.

This unit applies to those working in a public sector role involving human resources.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently, performing routine tasks in a familiar context.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Human resource management

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Receive and provide administrative information	1.1 Provide administrative information on employment matters in line with delegated authority and expertise, or provide referral. 1.2 Update human resource policies and procedures as required and provide in response to requests. 1.3 Develop and/or provide forms as required and give assistance to ensure complete information is included. 1.4 Process claims and applications. 1.5 Maintain records relating to human resource activities.
2. Process workforce data	2.1 Enter, extract and manipulate workforce data. 2.2 Conduct quality assurance reviews of data provided for input, and the forms used to collect the data. 2.3 Report problems with data capture and quality. 2.4 Prepare and check reports and correct errors to ensure results and forecasts are valid and reliable. 2.5 Present data in a manner suited to the needs of the user and the audience for the presentation.
3. Process entry and exit information	3.1 Advertise positions and process applications. 3.2 Maintain records of the recruitment and selection process. 3.3 Notify successful and non-successful applicants and process required paperwork for the successful applicant. 3.4 Check entitlements for staff leaving the organisation and process final documentation. 3.5 Review and report on entry and exit processes for continuous improvement.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

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Unit Mapping Information

This unit supersedes and is equivalent to PSPHR402A Administer human resource processes.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPHRM001 Administer human resource processes

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- finding and matching human resource information to the needs of those requesting it
- explaining ideas to different audiences
- interpreting and explaining formal documents and assisting others to apply them in the workplace
- using technology for presentation of information

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- the range of human resource policies and practices that apply in the organisation
- regulations and protocols governing human resource forms, documents and records
- employment arrangements in the organisation related to human resource administration
- human resource practices
- public sector standards, in particular those related to human resources
- jurisdictional legislation applying to human resources
- public sector legislation, including work health and safety and environmental and sustainability practice requirements, in the context of administering human resource processes

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Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPHRM002 Provide a consultancy service for human resource management

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPHR403A Provide a consultancy service for human resource management. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to provide human resource information and advice to assist managers and others to deal with human resource matters. It includes identifying consultancy requirements, providing support to line managers and individual staff, and advising on linkages between human resource policy and organisational objectives.

This unit applies to those working in public sector administration roles involving human resources.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently, performing complex tasks in a range of familiar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Human resource management

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Identify consultancy requirements	1.1 Conduct consultation with key stakeholders to identify support needs of those who provide human resource services in the organisation. 1.2 Conduct an analysis of information needs, learning requirements and resources required for provision of human resource services. 1.3 Give advice to management and key stakeholders on requirements for the delivery of human resource services. 1.4 Establish, disseminate and explain the objectives, parameters, and performance standards for human resource services delivered through others.
2. Provide human resource support	2.1 Provide information, advice, training and support on a range of human resource policies and procedures. 2.2 Tailor information and support strategies to meet the needs of diverse audiences. 2.3 Promote the available expertise and extent of human resource consultancy services to facilitate organisational awareness and access. 2.4 Monitor the provision of information, advice, training and support and deal with issues or refer them. 2.5 Apply limits of own authority and expertise and make referrals based on knowledge of resources across and outside the organisation.
3. Advise on organisation level linkages	3.1 Consult organisational business plans and identify linkages to the organisation's strategic human resource policy and procedures. 3.2 Obtain information and advice to ensure knowledge of broad organisational development issues is current. 3.3 Communicate relevant strategic human resource information to line managers and individuals to keep them up to date with changes in human resource policy and practice.

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Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPHR403A Provide a consultancy service for human resource management.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPHRM002 Provide a consultancy service for human resource management

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- explaining complex ideas to different audiences
- interpreting and explaining complex, formal documents and assisting others to apply them in the workplace
- preparing written advice requiring reasoning and precision of expression
- undertaking consultation, discussion and advice using exchange of complex oral and written information
- undertaking conflict resolution and negotiation
- providing counselling and mediation
- presenting information
- coaching others in human resource policy and procedures

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- the full range of human resource functions where line managers and other non-specialists have a human resource role
- human resource policies and practices
- relevant awards, legislation and agreements pertaining to employment framework and conditions
- employment contracts and/or organisational certified agreements

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- jurisdictional legislation applying to human resources including work health and safety and environment and sustainability practices

Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPHRM003 Facilitate performance management processes

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPHR503A Facilitate performance management processes. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to facilitate the organisation's performance management processes to review and enhance employee performance. It includes identifying organisational performance requirements, supporting performance management processes and reporting on performance.

This unit applies to those working in administration roles in the public sector where human resources management is required.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently, performing complex tasks in a familiar context.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Human resource management

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Identify organisational performance requirements	1.1 Confirm position profiles as up-to-date, comprehensive and reflecting business requirements. 1.2 Identify and clarify performance standards where necessary with individuals, supervisors and managers in accordance with position requirements. 1.3 Assess, where relevant, individual performance agreements to confirm agreed requirements. 1.4 Analyse organisational policies and agreements relating to performance management to identify requirements and any performance rewards.
2. Support performance management processes	2.1 Confirm and agree on goals, objectives and required outcomes for the organisation's performance management framework. 2.2 Educate staff and other stakeholders on performance management processes, benefits and the links between performance management and organisational policies. 2.3 Promote and support ongoing two-way performance feedback between the performance manager, the employee, key stakeholders and clients to ensure that performance is managed on a day-to-day basis and not only during formal performance reviews. 2.4 Provide support and advice to performance managers to ensure processes are ethical, objective and inclusive in responding to the needs of the range of business units, position types and diverse employee working and/or learning styles represented within the organisation. 2.5 Provide information and advice to performance managers to assist in responding to inappropriate, under- or over-performance. 2.6 Support performance managers to respond to grievances and appeals.
3. Report on performance	3.1 Obtain and analyse aggregated data relating to performance management across the organisation to identify organisational outcomes and trends. 3.2 Record trends requiring intervention with supporting evidence,

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	and report. 3.3 Identify and report the impact of performance outcomes on career management, retention and succession strategies. 3.4 Integrate organisational performance reports into the business planning cycle.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPHR503A Facilitate performance management processes.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPHRM003 Facilitate performance management processes

Modification History

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Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- working with stakeholders in the performance management process
- undertaking conflict resolution and negotiation
- interpreting and explaining formal documents and assisting others to apply them in the workplace
- providing written advice and reports requiring reasoning and precision of expression

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- key components of performance management processes
- organisational goals, policies and procedures related to performance management
- performance standards
- requirements for content and standards of organisational performance reporting
- jurisdictional legislation applying to human resources, including freedom of information, privacy, confidentiality, work health and safety, and environment

Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

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Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPHRM004 Implement workforce planning and succession strategies

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPHR504A Implement workforce planning and succession strategies. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to provide workforce planning and succession strategies to underpin the organisation's strategic and business decisions.

This unit applies to those working within a human resources administration role.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently, performing complex tasks in a range of familiar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Human resource management

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Conduct workforce analysis	1.1 Conduct in-depth analysis of current workforce practices, numbers, deployment, diversity and competencies to provide a baseline for workforce planning and management. 1.2 Analyse workforce data and benchmark when required against comparable data, identify trends and suggest interventions to address developments that do not support the organisation's strategic or business directions. 1.3 Undertake labour market and industry analysis to identify factors and trends that may impact on the organisation and the implications of these for workforce planning and management. 1.4 Use scenario planning or other forecasting tools to predict and assess likely futures for the organisation with their associated implications and risks. 1.5 Present the results of workforce analysis in objective and unbiased terms and in a form and language to suit the intended audience. 1.6 Ensure that the results of workforce analysis concerning future workforce requirements are included in decision-making processes.
2. Contribute to workforce planning	2.1 Provide information and advice to managers on all aspects of workforce planning. 2.2 Develop and/or provide workforce planning tools to managers, and give assistance in their use. 2.3 Develop and suggest solutions for current and future workforce planning and management issues. 2.4 Provide consultancy services to develop the human resource aspects of organisational and business unit plans to ensure the right numbers of appropriately diverse and skilled staff are available for future needs. 2.5 Assist managers to question current work practices and structures and prepare workforce plans.
3. Assist with succession management	3.1 Communicate the critical role of succession planning in managing the organisation's intellectual capital to managers and staff. 3.2 Develop a succession management strategy and identify candidate pools for imminent and longer term future vacancies. 3.3 Develop and agree on succession processes and the succession

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	management strategy. 3.4 Use the results of workforce analysis and planning to assist managers to undertake succession planning.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPHR504A Implement workforce planning and succession strategies.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPHRM004 Implement workforce planning and succession strategies

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- analysing information and trends
- consulting, negotiating and advising on workforce planning and succession management
- leading and influencing in relation to workforce analysis and planning
- applying problem solving
- explaining ideas to different audiences
- interpreting and explaining data and assisting others to apply the outcomes in the workplace
- preparing written advice and reports requiring reasoning and precision of expression

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- data analysis
- forecasting and planning
- scenario planning
- strategic thinking and analysis
- organisational business planning cycle and processes
- organisational goals, policies and procedures related to workforce planning and analysis
- standard and content requirements of workforce analysis and planning reports

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- jurisdictional legislation applying to human resources, including freedom of information, privacy, confidentiality, occupational health and safety, and environment and sustainability practices

Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPHRM005 Implement staffing policies

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPHR505A Implement staffing policies. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to implement organisational staffing policies and procedures for recruitment, selection, induction, redeployment, retention and separation. It includes coordinating recruitment, selection, induction and redeployment, and assisting with retention/separation of employees.

This unit applies to those working as human resource specialists.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work autonomously, performing complex tasks in a range of familiar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Human resource management

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Coordinate recruitment and selection	1.1 Provide an advisory service on recruitment and selection policies and processes and clarify questions to ensure compliance with legislative and organisational requirements. 1.2 Develop job specifications, position descriptions and selection criteria with managers to reflect current and desired competencies and behaviours. 1.3 Coordinate advertisements for job vacancies and recruitment information in consultation with managers. 1.4 Undertake a quality assurance role, providing assistance with short-listing applicants and organising, undertaking and finalising the selection process. 1.5 Monitor recruitment and selection processes, handle appeals in accordance with set processes, and identify and refer issues and/or improvements to decision makers. 1.6 Provide assistance and advice where probation periods are a condition of employment, on interpreting and implementing the requirements of public sector and organisational policies and procedures.
2. Implement induction for new staff	2.1 Confirm objectives, content and methodology for induction. 2.2 Coordinate induction programs and determine delivery options. 2.3 Obtain feedback from participants and managers on the quality of delivery and content of induction programs. 2.4 Assess induction processes against objectives, and report results. 2.5 Suggest improvements to the induction process in accordance with feedback received.
3. Coordinate redeployment	3.1 Confirm redeployment policy and processes and communicate to staff. 3.2 Consult redeployed staff and those likely to be redeployed and confirm their understanding of the process, their rights and responsibilities. 3.3 Manage redeployed staff to ensure their access to support services, learning and development and new job opportunities. 3.4 Manage the redeployment pool. 3.5 Monitor process effectiveness in providing support to redeployed staff and implement adjustments in line with management advice.
4 Assist with staff	4.1 Clarify and confirm organisational requirements for staff

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retention/ separation	retention and the full range of separation situations. 4.2 Assist staff seeking voluntary separation to consider and accept other options. 4.3 Conduct exit interviews for staff separation and collect, analyse and report exit data. 4.4 Facilitate access to support services for employees and their immediate families, as required. 4.5 Complete and process separation documents.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPHR505A Implement staffing policies.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPHRM005 Implement staffing policies

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- undertaking effective consultation, counselling and negotiation
- managing contractors
- assessing separation situations to see whether retention options are relevant
- explaining ideas to different audiences
- interpreting and explaining formal documents and assisting others to apply them in the workplace

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- human resource policies, equal employment opportunity, ethics, equity and diversity principles related to recruitment, merit selection, induction, redeployment and separation
- employment contracts, awards, terms and conditions of employment, and employee entitlements
- recruitment, selection and induction methods
- reliability and validity as applied to recruitment and selection methods
- psychometric and skills testing
- employee rehabilitation procedures
- misconduct in the context of public sector employment
- alternatives to dismissal

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- concepts of redundancy, voluntary severance/termination, dismissal and suspension
- concepts of natural justice and procedural fairness
- ethical principles and practices related to staffing
- retention purposes and strategies
- the organisation’s employee assistance programs
- workers' compensation and superannuation schemes
- jurisdictional legislation applying to human resources including work health and safety and environment and sustainability

Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPHRM006 Coordinate employment relations

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPHR506A Coordinate employment relations. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to implement strategies for employment relations. It includes contributing to employment arrangements, advising on employment matters and coordinating grievance procedures.

This unit applies to those working in human resource management roles.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work autonomously, performing complex tasks in a range of familiar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Human resource management

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Contribute to employment arrangements	1.1 Undertake ongoing liaison with industrial parties to identify employment related issues, and initiate action to respond. 1.2 Analyse workforce data to identify strengths, weaknesses and trends to inform negotiations on employment arrangements. 1.3 Provide support as required for negotiations relating to employment arrangements, and provide information on the outcomes and implications for management and staff.
2. Advise on employment matters	2.1 Implement employment structures and provide guidance on classification and re-classification to managers and staff. 2.2 Provide interpretation and ongoing advice on individuals' terms and conditions of employment. 2.3 Provide guidance on remuneration arrangements to managers and staff. 2.4 Identify and communicate requirements of employment-related legislation, industrial instruments, policies and procedures to managers and staff to ensure compliance. 2.5 Provide advice and implement disciplinary procedures as required.
3. Coordinate grievance procedures	3.1 Provide information, explanation and advice to stakeholders about the organisation's procedures for appeals, grievances and dispute resolution. 3.2 Support employees to use and comply with organisational dispute resolution processes. 3.3 Coordinate grievance procedures and pursue investigations to substantiate and act on claims. 3.4 Refer grievances and disputes outside limits of authority for resolution.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPHR506A Coordinate employment relations.

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPHRM006 Coordinate employment relations

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- undertaking effective liaison, negotiation and consultation with stakeholders
- explaining ideas to different audiences
- interpreting and explaining formal documents and assisting others to apply them in the workplace
- preparing written advice and reports requiring reasoning and precision of expression

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- Australian industrial relations system, legislation and processes
- unions and tribunals
- industrial instruments: awards, agreements and enterprise bargaining arrangements relevant to the organisation
- range of possible employee entitlements and conditions
- human resource policies and practices relating to employment relations
- jurisdictional legislation applying to human resources including occupational health and safety and environment
- national and/or international models of good practice in employment relations

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Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPHRM007 Coordinate employee support

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPHR507A Coordinate employee support. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to coordinate strategies for employee support services. It includes identifying support needs.

This unit applies to those working in public sector roles involving human resource matters.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently, performing complex tasks in a range of familiar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Human resource management

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Identify employee support needs	1.1 Consult with key stakeholders to identify support needs. 1.2 Analyse organisational information to identify trends that may be addressed through employee support services. 1.3 Prioritise employee support needs.
2. Coordinate employee support	2.1 Provide employee support to meet the specific present and future needs of individuals, occupational groups and the organisation. 2.2 Base support services on good practice models and contemporary theories and practices and integrate with other key human resource services. 2.3 Use the principles of natural justice, equity and fairness as the basis for determining access to employee support. 2.4 Promote the availability of employment support within the organisation, and provide advice on employee eligibility. 2.5 Develop and implement systems to monitor the effectiveness of employment support in consultation with managers.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPHR507A Coordinate employee support.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPHRM007 Coordinate employee support

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- explaining ideas to different audiences
- interpreting and explaining formal documents and assisting others to apply them in the workplace
- preparing written advice and reports requiring reasoning and precision of expression

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- human resource policies and practices relating to employee support
- concept of employee welfare, employee well-being, employee rehabilitation and work health and safety
- importance of psychological and physical fitness
- range of work-related illnesses
- stress and its impact on individual and organisational effectiveness
- range of assistance and support programs
- responsibilities of organisations in supporting employees
- role of external agencies in supporting employees
- privacy legislation and its application
- jurisdictional legislation applying to human resources including work health and safety and environment

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- national and/or international models of good practice in employee support

Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPHRM008 Coordinate career development

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPHR508A Coordinate career development. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to coordinate career development to address the present and future needs of the organisation, groups and individuals. It includes analysing career development needs, designing career development strategies and managing career development programs.

This unit applies to those working in public sector roles involving human resource matters.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work autonomously, performing complex tasks in a range of familiar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Human resource management

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Analyse career development needs	1.1 Identify the career development priorities of individuals and groups within the organisation through consultation with key stakeholders. 1.2 Analyse occupational, job and/or tasks to confirm current organisational requirements. 1.3 Identify competencies related to tasks and jobs as required, to underpin and link career development to other human resource functions in the organisation. 1.4 Analyse the results of skills audits, training needs analyses and competency-based assessments. 1.5 Link career development requirements to organisational initiatives and prioritise on the basis of consultation.
2. Design career development strategies	2.1 Design career development opportunities to meet the needs of individuals and the organisation. 2.2 Design career development strategies based on adult learning principles, fit with individuals' work and social contexts, and that support the business and strategic directions of the organisation. 2.3 Include support for the development and implementation of individual career development plans in strategies. 2.4 Provide consultation and advice within the organisation on the most appropriate options for particular needs. 2.5 Establish networks and partnerships to stay up to date with current good practice, and to negotiate joint programs as required. 2.6 Base strategies and plans on the principles of merit, equity and fairness and design to cater for employees at different career stages.
3. Implement and/or manage career development programs	3.1 Promote career development programs. 3.2 Manage career development resources. 3.3 Manage service providers and/or contracts. 3.4 Promote study assistance programs. 3.5 Assess learning programs and delivery options on an ongoing basis to ensure that these are effective in addressing learning and

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	development needs. 3.6 Track progression of staff who engage in career development programs to assess program effectiveness.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPHR508A Coordinate career development.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPHRM008 Coordinate career development

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- using effective consultation with stakeholders
- undertaking counselling and negotiation
- explaining ideas to different audiences
- interpreting and explaining formal documents and assisting others to apply them in the workplace
- preparing written advice and reports requiring reasoning and precision of expression
- undertaking discussion involving exchanges of complex oral information

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- career development and career management as concepts within an organisational context
- range of career development strategies and plans
- concept of career stages
- the organisation’s strategic goals and their implications for career development
- importance of retaining human and/or intellectual capital within an organisation
- career guidance and counselling strategies
- strategies for the management of one’s own career
- adult learning principles
- succession planning

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- national competency concept
- jurisdictional legislation, policies and practices applying to career development
- national and/or international models of good practice in career development

Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPHRM009 Provide advisory and mediation services

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPHR603B Provide advisory and mediation services. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to provide advisory and mediation services to promote positive employee relations. It includes counselling employees.

This unit applies to those working as human resource specialists.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently, performing complex tasks in a range of familiar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Human resource management

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Advise and mediate with parties	1.1 Establish and agree upon an advisory and mediation process with parties. 1.2 Facilitate consultation between managers, supervisors, employees and union representatives. 1.3 Assess, interpret and provide relevant information to employees. 1.4 Undertake mediation between the parties where required. 1.5 Involve key stakeholders in negotiation, decision making and/or mediation processes. 1.6 Implement advisory and mediation services.
2. Counsel employees	2.1 Tailor counselling techniques and style to the situation and to a diverse workforce. 2.2 Apply active listening skills to formulate responses to employees. 2.3 Make referrals to support professionals and agencies to facilitate employee performance and well-being. 2.4 Maintain employee confidentiality.
3. Provide an employee information and advisory service	3.1 Promote employees' access to the information and advisory service. 3.2 Identify employee needs or problems and provide relevant information. 3.3 Inform employees of all realistic options and advise on the benefits and risks associated with each. 3.4 Research and provide advice. 3.5 Seek feedback from employees on the extent to which service meets needs. 3.6 Provide feedback from advisory service on themes that stem from organisational issues with recommendations for how these may be addressed.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

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Unit Mapping Information

This unit supersedes and is equivalent to PSPHR603B Provide advisory and mediation services.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPHRM009 Provide advisory and mediation services

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- explaining ideas to different audiences and obtaining their agreement
- interpreting and explaining complex, formal documents and assisting others to apply them in the workplace
- preparing written advice and reports requiring reasoning and precision of expression
- undertaking discussion using exchange of complex oral information

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- procedures for handling complaints and grievances
- case preparation and presentation techniques
- conflict resolution techniques
- negotiation and mediation techniques
- external industrial relations systems
- enterprise and workplace bargaining
- changing economic, social, demographic and labour market conditions and educational trends
- government employment relations system
- organisational goals, policies and procedures relating to advisory and mediation services

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- jurisdictional legislation applying to advisory and mediation services, including privacy legislation, work health and safety, and environment

Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPHRM010 Formulate a strategic human resource plan

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPHR702B Formulate a strategic human resource plan. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to formulate a strategic human resource plan that links the human resource function with the direction of business units and the organisation. It includes identifying key issues, and developing, implementing and evaluating the strategic human resource plan.

This unit applies to those working as human resource specialists.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work autonomously, performing complex tasks in a range of familiar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Human resource management

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Identify key human resource issues arising from the organisation's strategic plan	1.1 Analyse strategic and business plans to determine key human resource issues. 1.2 Identify and consider internal and/or external factors likely to impact upon the workforce profile and future human resource requirements. 1.3 Analyse workforce data for trends to determine key issues. 1.4 Consult business units and senior management for information on future requirements. 1.5 Utilise forward planning tools to predict longer term issues and needs to be addressed in the strategic plan.
2. Develop a plan to meet the human resource requirements of an organisation	2.1 Develop the plan based on data drawn from information sources, consultations with stakeholders, and good practice models. 2.2 Include strategies for workforce planning, workforce management, managing succession and skill shortages in the plan to support business vision and provide for the right people to be in the right place at the right time. 2.3 Include strategies within the plan consistent with the organisation's strategic perspective. 2.4 Identify and address risks associated with planned strategies. 2.5 Identify resource requirements, prepare a budget to support the implementation of the plan and prepare performance indicators and timeframes.
3. Implement a human resource plan	3.1 Obtain agreement on the plan through consultation with other business units within the organisation. 3.2 Document and communicate the plan to other business units. 3.3 Identify systems and tools required to support implementation. 3.4 Implement human resource strategies in accordance with the plan and monitor and revise against the budget and key performance indicators. 3.5 Provide support in implementing the plan to business units.
4. Evaluate the effectiveness of the human resource plan	4.1 Monitor the plan to adjust strategies as needed to take account of new developments or contingencies. 4.2 Develop and implement an evaluation methodology. 4.3 Assess the plan against the strategic goals and business objectives. 4.4 Analyse information to provide a basis for the judgements to be

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	made in relation to the plan's effectiveness. 4.5 Report outcomes of the evaluation with recommendations for enhancement of the plan, to inform ongoing planning and integrate human resource planning into the organisational planning framework.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPHR702B Formulate a strategic human resource plan.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPHRM010 Formulate a strategic human resource plan

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- using marketing and public relations strategies
- applying strategic thinking and planning
- explaining complex ideas to different audiences
- interpreting and explaining complex, formal documents, including legislation and policies, and assisting others to apply them in the workplace
- preparing written advice and reports requiring reasoning and precision of expression

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- organisational goals, policies and procedures
- the importance of human resource management in attaining organisational goals
- strategic planning processes
- consultation and management practices
- the relationships between key human resource functions
- the concept of diversity and its integration within and across all human resource functions and areas
- human resource policies and practices
- jurisdictional legislation applying to human resources, including work health and safety, and environment and sustainability practices

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- range of evaluation methodologies

Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPHRM011 Provide leadership in strategic human resource management

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPHR703A Provide leadership in strategic human resource management. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to provide leadership in strategic human resource management, adding value to the organisation through the integration of human resource management and planning with the organisation's strategic and business goals. It includes promoting the value of human resources.

This unit applies to those working in roles involving human resource management.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work autonomously, performing complex tasks in a range of familiar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Human resource management

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Promote the value of human resource function	1.1 Promote the role of human resources management in adding value to the organisation's strategic goals within and across business units. 1.2 Inform the organisation's key stakeholders of current good practice in the area of human resource management and its potential impact. 1.3 Identify, analyse and communicate future human resource trends and issues which might impact upon the organisation to senior management. 1.4 Negotiate, define and communicate the role of the human resource function, and its relationship with other management functions and stakeholders, throughout the organisation. 1.5 Promote the benefits of a diverse workforce in meeting organisational needs. 1.6 Model and promote ethical human resource practices within the organisation.
2. Provide strategic direction in human resource services	2.1 Promote occupational analysis, job design and internal workforce planning principles throughout the organisation to strategically link people development with organisational capability requirements. 2.2 Establish and evaluate recruitment and promotional targets to meet the organisation's capability output needs. 2.3 Provide leadership to develop human resource services that meet the current and future needs of the organisation and its people. 2.4 Consult with senior managers, business units and other stakeholders to inform the development of human resource services, policies and activities. 2.5 Provide human resource services to support the organisation's core business strategic directions. 2.6 Support the services provided by information and documentation to facilitate effective implementation.
3. Manage the human resource	3.1 Organise work teams and provide adequate direction to enable them to design, implement, maintain and evaluate strategies,

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function	plans, programs and processes for human resource services. 3.2 Offer work teams and individuals feedback and coaching. 3.3 Encourage and monitor work teams and individuals to ensure that strategies, plans and processes meet the needs of a diverse employee, client and stakeholder base, and are consistent with legislative and policy requirements. 3.4 Evaluate strategies, plans, programs and processes against related objectives and future organisational requirements and adjustments. 3.5 Collect information about the effectiveness of human resource services to inform, in a systematic way, ongoing decision making processes, evaluation and product and service delivery design. 3.6 Prepare a budget that reflects the organisation's human resource service priorities, and ensure resources are acquired and maintained at sufficient levels to provide effective human resource services.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPHR703A Provide leadership in strategic human resource management.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPHRM011 Provide leadership in strategic human resource management

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- applying strategic thinking and planning
- coaching, training and facilitating
- leading, influencing and negotiating
- explaining complex ideas to different audiences
- interpreting and explaining complex, formal documents including policy and legislation and assisting others to apply them in the workplace
- preparing written advice and reports requiring reasoning and precision of expression

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- organisational goals, policies and procedures
- the importance of human resource management in attaining organisational goals
- strategic planning processes
- public sector strategic planning and its relationship with human resource strategy
- the relationships between key human resource functions
- deployment of financial resources
- use of technological resources for strategic purposes
- systematic use of information sources for strategic purposes
- national and international models of human resource management and functions

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- the concept of diversity and its integration within and across all human resource functions and areas
- human resource policies and practices
- jurisdictional legislation that applies to human resources, including work health and safety and environmental policies and procedures
- range of evaluation methodologies

Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPINM001 Process claims

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPIM301A Process claims. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to process compensation claims for employment related injuries. It includes confirming claim details, processing payments and maintaining files.

This unit applies to those working in public sector roles but may be applied to anyone working in a similar organisational context.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently, while performing routine tasks in a familiar context.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Injury management

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Confirm details	1.1 Complete documents, and obtain authorisation/s for claims. 1.2 Assess the reasonableness of accounts to ensure accounts that are paid are relevant to disability. 1.3 Record account details. 1.4 Notify relevant personnel when accounts are rejected.
2. Process payments	2.1 Produce and post cheques or process electronic transfer of funds. 2.2 Batch accounts where required for traceability. 2.3 Confirm authorisations for periodic payments to avoid overpayments. 2.4 Process claims within time limits.
3. Maintain files	3.1 Maintain records. 3.2 Document all contacts. 3.3 Maintain evidence of file management for audit purposes.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPIM301A Process claims.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPINM001 Process claims

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- applying legislation, regulations and policies relating to processing of claims
- recording and reporting of transactions
- reading and interpreting claims information
- checking the accuracy of calculations and reconciliations
- assessing reasonableness of accounts
- using communication including reporting of irregularities and errors

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- public sector legislation, including work health and safety and environment
- regulations, and guidelines relating to injury management and processing claims
- privacy legislation
- procedures to ensure confidentiality and security of information
- procedures for cash and non-cash handling
- injury management claims relating to diverse disabilities
- methods and techniques for simple numerical calculations
- equal employment opportunity, equity and diversity principles

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Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPINM002 Conduct initial claim assessments

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPIM401A Conduct initial claim assessments. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to undertake initial assessment of compensation claims for employment related injuries. It includes receiving and acknowledging claims, and assessing rehabilitation need (for referral).

This unit applies to those working in the area of initial assessment of compensation claims. Staff of the employer undertakes this role.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work under supervision, while performing routine tasks in a range of familiar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Injury management

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Receive and acknowledge claims	1.1 Assess completeness of claim. 1.2 Obtain missing information. 1.3 Undertake risk streaming of claims. 1.4 Conduct initial assessment to confirm that the employee is a 'worker' under the Act and that the reported condition is compensable under the legislation. 1.5 Acknowledge the claim within required timeframes. 1.6 Collate data for determining weekly earnings and payments, if claim is accepted or deferred.
2. Assess need for rehabilitation referral	2.1 Copy and forward documentation when referral is required for rehabilitation assessment. 2.2 Review assessments if circumstances change. 2.3 Progress claim for investigation and determination.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPIM401A Conduct initial claim assessments.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPINM002 Conduct initial claim assessments

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- applying legislation, regulations and policies relating to initial assessment of compensation claims
- reading and applying complex information, including legislation and regulations

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- public sector legislation, including work health and safety, and environment
- regulations, policies, procedures and guidelines relating to injury management
- privacy legislation
- freedom of information legislation
- procedures to ensure confidentiality and security of information
- requirements for referrals for rehabilitation assessment
- definitions of eligible workers and disabilities under the legislation
- medical terminology
- documentary requirements of a claim
- organisational standards for responding to claims

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Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPINM003 Undertake initial rehabilitation assessments

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPIM402A Undertake initial rehabilitation assessments. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to undertake initial assessment of the need for rehabilitation services for a worker with employment related injuries. It includes undertaking initial interviews, gathering information and assessing the need for rehabilitation services.

This unit applies to those working in the area of initial assessment for rehabilitation services for injured workers.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work under supervision while performing routine tasks in a range of familiar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Injury management

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Elements and Performance Criteria

Elements	Performance Criteria
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Undertake initial interview	1.1 Establish rapport with the injured worker and discuss the roles and responsibilities of all stakeholders involved in the injury management process. 1.2 Reinforce the injured worker's role in the injury management process. 1.3 Ascertain the injured worker's level of knowledge and attitude towards the workers rehabilitation and compensation system. 1.4 Provide information on the rehabilitation process taking into account and addressing any specific needs of the worker. 1.5 Take a comprehensive history and determine the injured worker's knowledge of the injury.
2. Gather information	2.1 Establish contact with, and gather information regarding the workplace from the employer. 2.2 Contact the treating medical practitioner and clarify information relating to the injury and its treatment. 2.3 Discuss and clarify the role and communication expectations of the treating medical practitioner. 2.4 Contact the insurer/self-insurer and clarify service delivery requirements of the injury management process and roles. 2.5 Determine the need and provide referrals for specific assessments and/or rehabilitation services.
3. Assess need for rehabilitation services	3.1 Consider and compare the length of time the injured worker has been unfit to undertake normal duties in relation to average recovery time for specific injuries. 3.2 Analyse information from all relevant sources and identify the needs of the injured worker. 3.3 Confirm or deny the necessity for rehabilitation services. 3.4 Record and forward the outcome of the initial assessment.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

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Unit Mapping Information

This unit supersedes and is equivalent to PSPIM402A Undertake initial rehabilitation assessments.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPINM003 Undertake initial rehabilitation assessments

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- applying legislation, regulations and policies relating to rehabilitation assessments
- assessing rehabilitation requirements
- reading and applying complex information
- explaining complex legislation in line with the injured worker's existing knowledge, experience and specific needs
- communication including establishing rapport with a diverse range of people, engaging the injured worker, active listening, paraphrasing, clarifying, negotiating and probing for value added information in the initial interview
- gathering, recording and reporting information in accordance with organisational requirements

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- public sector legislation, including work health and safety, and environment
- regulations, policies, procedures and guidelines and best practice principles relating to injury management
- privacy legislation
- freedom of information legislation
- procedures to ensure confidentiality and security of information
- requirements of rehabilitation assessment

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- roles and responsibilities in the injury management process
- organisational standards and documentary requirements of initial rehabilitation assessment

Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPINM004 Make claim determinations

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPIM403A Make claim determinations. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to assess compensation claims for employment related injuries in order to make a determination. It includes assessing the claim and making a determination.

This unit applies to those working in the area of worker compensation claim assessment.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently, while performing routine tasks in a range of familiar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Injury management

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Assess claim	1.1 Assess available information to establish if it is sufficient for a determination to be made. 1.2 Identify additional information required, if any, to make the determination. 1.3 Obtain additional information. 1.4 Re-assess information to determine if it is sufficient or if further investigation is required. 1.5 Make a decision to defer where information is insufficient, and consider interim payments where applicable.
2. Make a determination	2.1 Confirm the claimant's eligibility and the reported condition as compensable under the legislation. 2.2 Assess details of the claim to ensure they qualify for payment. 2.3 Accept or reject the claim based on all available evidence. 2.4 Calculate notional weekly earnings where required. 2.5 Advise the claimant and other relevant parties in writing of the decision, and ensure advice contains all information required by the legislation. 2.6 Complete case records ensuring they contain comprehensive details of the claim and justification for the decision.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPIM403A Make claim determinations.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPINM004 Make claim determinations

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- applying legislation, regulations and policies relating to determination of compensation claims
- assessing the sufficiency of information and the requirement for further investigation
- analysing information and making judgments
- calculating interim payments
- reading and applying complex information
- using communication with a diverse range of people including employers, unions, workplace supervisors, medical advisers, legal advisers, insurer/self-insurer

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- public sector legislation, including work health and safety, and environment
- regulations, policies, procedures and guidelines relating to determination of claims
- privacy legislation
- freedom of information legislation
- procedures to ensure confidentiality and security of information
- eligibility and compensable conditions under the legislation
- expenses that may be claimed
- non-economic loss

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- medical terminology
- documentary requirements of a claim
- organisational standards for claim determinations
- range of payment options under the legislation

Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPINM005 Conduct situational workplace assessments

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPIM404A Conduct situational workplace assessments. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to perform a situational assessment of the workplace from the viewpoint of suitability for a worker being rehabilitated. This may be initial or ongoing assessment as the injured worker's capacity changes. It includes conducting workplace and job analyses and negotiating work duties.

This unit applies to those working in the area of assessing suitability of the workplace for the worker being rehabilitated.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work under supervision, while performing complex tasks in a range of contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Injury management

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Conduct workplace and job analyses	1.1 Consult workplace supervisor to obtain access to the workplace and information on work demands and duties. 1.2 Assess injured worker's capacity to perform tasks in accordance with current physical ability and medical certification. 1.3 Assess workplace environment in relation to the injured worker's capacity and obtain expert advice if required. 1.4 Gather information regarding the operation of the workplace. 1.5 Conduct a risk assessment of the work site in relation to the injured worker including the potential for exacerbating the injury or further injury.
2. Negotiate work duties	2.1 Liaise with the employer and other parties to identify suitable duties, alternative duties or job redesign and a staged return to normal duties whenever necessary. 2.2 Analyse alternative duties if necessary and make recommendations. 2.3 Assess the need for modifications to the workplace or the use of adaptive equipment and make recommendations. 2.4 Apply results of workplace assessment to the return to work process, taking into account long-term and short-term needs of the injured worker. 2.5 Obtain offers of suitable duties in writing.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPIM404A Conduct situational workplace assessments.

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPINM005 Conduct situational workplace assessments

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- applying legislation, regulations and policies relating to situational workplace assessments
- assessing workplaces
- liaising and negotiating with employers for alternative duties
- reading and applying complex information
- using communication including establishing rapport with a diverse range of people, engaging the injured worker
- applying results to the return to work process

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- public sector legislation, including work health and safety, and environment
- regulations, policies, procedures and guidelines relating to injury management
- privacy legislation
- freedom of information legislation
- procedures to ensure confidentiality and security of information
- physiology, biomechanics and ergonomic principles
- Australian standards relating to workplace assessments
- risk assessment in the context of workplace safety and worker capacity
- safety and ergonomic guidelines

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- equal employment opportunity, equity and diversity principles

Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPINM006 Develop return to work plans

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPIM405A Develop return to work plans. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to develop return to work plans for an injured worker. It includes negotiating the content of the return to work plan and documenting the plan.

This unit applies to those working in public sector roles but may be applied to anyone working in a similar organisational context.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently while performing complex tasks in a range of familiar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Injury management

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Negotiate content of return to work plan	1.1 Consult all relevant stakeholders to clarify and negotiate requirements of return to work plan. 1.2 Reach agreement on the worker's capacity and the short-term and long-term rehabilitation goals. 1.3 Identify and accommodate any specific needs or issues, guided by medical evidence. 1.4 Obtain approval for suitable duties in accordance with medical restrictions from the nominated treating doctor or using other medical advice. 1.5 Resolve disagreements on suitable duties or other aspects to be included in the return to work plan or refer for advice and resolution.
2. Document return to work plan	2.1 Develop the return to work plan in accordance with the requirements of the rehabilitation case management plan and overall return to work policy and program. 2.2 Obtain agreement on the plan from the worker, employer and rehabilitation provider and get it signed by the parties. 2.3 Distribute copies of the plan.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPIM405A Develop return to work plans.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPINM006 Develop return to work plans

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- reading and applying legislation, regulations and policies relating to development of return to work plans
- identifying requirements and incorporating them in the return to work plan
- using communication with a diverse range of people, including the injured worker, supervisor, work colleagues, medical adviser

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- public sector legislation, including work health and safety, and environment
- regulations, policies, procedures and guidelines relating to injury management
- privacy legislation
- freedom of information legislation
- procedures to ensure confidentiality and security of information
- legislated requirements of the return to work plan
- requirements of organisation’s return to work policy and procedures
- stakeholders who need to be included/have ownership of the plan
- typical suitable duties for diverse workplace injuries/illnesses

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Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPINM007 Implement and monitor return to work plans

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPIM406A Implement and monitor return to work plans. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to implement and monitor return to work plans for an injured worker. It includes engaging stakeholders to support return to work activities, assisting injured workers with ongoing suitable employment and reviewing progress against return to work plans.

This unit applies to those working in public sector roles but may be applied to anyone working in a similar organisational context.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently, while performing complex tasks in a range of familiar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Injury management

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Engage stakeholders to support return to work activities	1.1 Establish working relationships with stakeholders. 1.2 Provide information on return to work status, stakeholder roles and responsibilities and confirm obligations. 1.3 Gain and maintain the commitment of injured worker throughout the return to work process. 1.4 Provide information to all relevant stakeholders as required. 1.5 Maintain stakeholder motivation and commitment to the process.
2. Assist injured worker with ongoing suitable employment	2.1 Maintain active discussion with employer regarding ongoing provision of safe and suitable duties in accordance with medical clearance. 2.2 Arrange vocational counselling and training where required, in line with employment options which reflect the rehabilitation goal. 2.3 Address conflict and non-compliance with the rehabilitation process. 2.4 Provide referrals for treatment, functional capacity evaluation and other support services.
3. Review progress against return to work plan	3.1 Request reports, assess progress in return to work goals and address issues where necessary in meetings. 3.2 Address issues as they arise and modify actions to maintain momentum of return to work process through problem solving.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPIM406A Implement and monitor return to work plans.

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPINM007 Implement and monitor return to work plans

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- applying legislation, regulations and policies relating to implementation and monitoring of return to work plans
- reading and applying complex information
- using communication with a diverse range of people including the injured worker, supervisor, work colleagues, medical adviser
- negotiating direction of rehabilitation and actions required
- managing competing imperatives, motives, agendas and needs

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- public sector legislation, including work health and safety, and environment
- regulations, policies, procedures, guidelines and best practice principles relating to injury management
- privacy legislation
- legislation and standards to ensure confidentiality and security of information
- performance standards
- legislated requirements of the return to work plan
- requirements of organisation’s return to work policy and program

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- redeployment principles

Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPINM008 Promote and educate about injury management

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPIM407A Promote and educate about injury management. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to provide formal and informal education in an ongoing context about injury management, claims management and/or rehabilitation activities. It includes preparing information materials, preparing for and delivering presentations, and reviewing outcomes.

This unit applies to those working in public sector roles but may be applied to anyone working in a similar organisational context.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently, performing complex tasks in a range of familiar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Injury management

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare information materials	1.1 Determine the purpose of the materials, intended audience and media to be used. 1.2 Design materials to suit intended audience. 1.3 Seek feedback on the content and presentation of materials, and make revisions. 1.4 Use interpreters and/or translators as required to ensure materials reach a diverse audience.
2. Prepare presentation	2.1 Determine objectives for the presentation to reflect the identified needs of the audience. 2.2 Make provisions for participants to contribute to sessions based on their experience. 2.3 Include examples of issues and how they were addressed in presentation materials. 2.4 Determine methods to be used and presentation style of information to suit the specified objectives of the session, the needs of the participants and the size and location of the group.
3. Deliver presentation	3.1 Structure the presentation of sessions to facilitate the creation of opportunities for discussion of broad conceptual, ethical and legal issues surrounding injury management. 3.2 Explain objectives of the session, structure of the activities and other details to participants to suit their level of understanding and experience, and elicit feedback. 3.3 Adapt materials and presentation techniques to the particular audience. 3.4 Use case studies for illustrative purposes and address urgency and levels of risk in injury management. 3.5 Highlight models of excellence in injury management.
4. Review session outcomes	4.1 Encourage participants to provide feedback on all aspects of the education sessions. 4.2 Review suitability of the approach, the content and outcomes as a guide for further activities. 4.3 Review your own performance against objectives and in response

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	to participants' feedback. 4.4 Undertake needs analysis for further education sessions. 4.5 Provide advice to relevant people regarding possible future activities or amendments to organisational awareness strategy and programs.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPIM407A Promote and educate about injury management.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPINM008 Promote and educate about injury management

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- making presentations to provide awareness sessions aimed at improving injury management skills of less experienced members of staff
- tailoring sessions to the needs of adult learners
- explaining complex concepts and formal documents, including legislation, standards and codes of conduct
- using communication styles to suit different audiences and purposes
- mentoring culturally and linguistically diverse staff to maximise rehabilitation and/or return to work outcomes
- incorporating feedback from attendees into future session design and delivery

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- work health and safety and environmental procedures, legislation, policies, guidelines and processes relating to injury management
- the organisation’s strategic objectives related to injury management
- national strategic objectives relating to rehabilitation and return to work
- the link between ongoing information sessions and effective injury management
- audience requirements
- adult learning principles

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- public sector values and codes of conduct

Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPINM009 Monitor and review injury management cases

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPIM408A Monitor and review injury management cases. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to monitor and review injury management cases in accordance with legislative requirements.

This unit applies to those working in public sector roles but may be applied to anyone working in a similar organisational context.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently while performing complex tasks in a range of familiar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Injury management

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Monitor injury management cases	1.1 Monitor progress of the injured worker against the goals and objectives of the return to work plan and/or the case management plan. 1.2 Monitor compliance with the return to work plan in terms of agreed requirements. 1.3 Monitor compliance with treatment protocols and take action on non-compliance. 1.4 Conduct case management meetings to identify issues and barriers to successful return to work and facilitate resolution. 1.5 Authorise and record changes to the return to work plan.
2. Review injury management cases	2.1 Assess capacity for return to work and update return to work and case management plans. 2.2 Undertake treatment and medication review as required by case management plan, and adjust return to work plan as required. 2.3 Review currency of prescribed medical certificate and obtain a current certificate where necessary. 2.4 Review and adjust currency and content of rehabilitation and return to work plan to address changes in circumstances. 2.5 Review case file and conduct case conferences at regular intervals in order to progress claim to best possible outcome.
3. Review injury management claim details	3.1 Review entitlements in the light of disability and changes to personal circumstances. 3.2 Conduct economic review to ensure entitlements are adjusted in line with economic changes for similar workers. 3.3 Review claim estimates, duration and costs and take action to address issues. 3.4 Review cases of continuing incapacity for permanent disability entitlements. 3.5 Assess redemption opportunities for suitable cases and make recommendations for progressing these. 3.6 Identify improvements to policies, procedures and processes relating to case management from reviews and recommendations.

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Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPIM408A Monitor and review injury management cases.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPINM009 Monitor and review injury management cases

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- applying legislation, regulations and policies relating to injury management
- undertaking case management including facilitating case conferences
- dealing with difficult people
- applying analysis and review
- using communication with a diverse range of people

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- public sector legislation, including work health and safety, and environment
- regulations, policies, procedures and guidelines relating to injury management
- privacy legislation
- procedures to ensure confidentiality and security of information
- public sector management acts
- reporting requirements

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Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPINM010 Maintain injury management case files

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPIM409A Maintain injury management case files. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to maintain injury management case files in accordance with legislative requirements.

This unit applies to those working in public sector roles but may be applied to anyone working in a similar organisational context.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work under supervision while performing routine tasks in a familiar context.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Injury management

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Open injury management case files	1.1 Open case files. 1.2 Record comprehensive details of claims. 1.3 File all documents and other materials relating to claims. 1.4 Control access to and security of case files.
2. Maintain injury management case files	2.1 Meet correspondence, documentation, recordkeeping and reporting requirements. 2.2 Document and record all actions relating to cases. 2.3 Complete information on files and include supporting information for any decisions or actions. 2.4 Maintain case files to a standard that allows them to meet evidentiary requirements of tribunals and courts.
3. Close injury management case files	3.1 Complete all outstanding actions. 3.2 Confirm medical closure and check required documents for completeness before adding to file. 3.3 Finalise arrangements for any lump sum payment for non-economic loss. 3.4 Discontinue weekly payments and deal with outstanding accounts. 3.5 Undertake record closure and archive files. 3.6 Carry out reconciliation of payments.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPIM409A Maintain injury management case files.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPINM010 Maintain injury management case files

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- applying legislation, regulations and policies relating to maintaining injury management case files
- using written communications, including correspondence, file notes, meeting notes

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- public sector legislation, including work health and safety, and environment
- regulations, policies, procedures and guidelines relating to injury management
- public sector management acts
- privacy legislation
- freedom of information legislation
- procedures that ensure confidentiality and security of personal information
- rules relating to access to personal information
- public sector and organisational record keeping requirements
- reporting requirements

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Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPINM011 Determine liability and negotiate settlements

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPIM501A Determine liability and negotiate settlements. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to determine liability relating to injured workers and negotiations to settle future liabilities. It includes estimating liability, determining settlement options and negotiating settlements.

This unit applies to those working in public sector roles but may be applied to anyone working in a similar organisational context.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently while performing complex tasks in a range of familiar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Injury management

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Estimate liability	1.1 Use current information and guidelines on legislative changes and liability management to ensure up-to-date methods are used to estimate liability. 1.2 Identify all anticipated costs the employer believes may be incurred up to the time claims are resolved. 1.3 Use case estimate software facilities as required to create automated case estimates based on reporting data. 1.4 Use key indicators to estimate costs and amend automated estimates as necessary, based on local knowledge of particular claims. 1.5 Review estimates at required intervals, and maintain estimates of future liability on all open claims. 1.6 Identify and pursue recovery rights against other parties or employers for the disabilities claimed.
2. Determine settlement options	2.1 Identify settlement options. 2.2 Assess options to determine the most cost effective course of action, given the nature and extent of each liability.
3. Negotiate settlements	3.1 Consult injured workers to ensure they have competent professional and financial advice before entering into an agreement. 3.2 Negotiate settlement terms to meet obligations and minimise losses. 3.3 Determine settlement terms that represent substantial savings on costs that would otherwise have been incurred for future liability. 3.4 Negotiate settlements within financial delegations or refer. 3.5 Obtain discharge to ensure potential for further liability is eliminated. 3.6 Refer settlements, for conciliation and arbitration where agreement cannot be reached.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

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Unit Mapping Information

This unit supersedes and is equivalent to PSPIM501A Determine liability and negotiate settlements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPINM011 Determine liability and negotiate settlements

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- applying legislation, regulations and policies relating to determining liability and negotiating settlements
- determining liability and negotiating settlements in the context of injury management
- using communication including negotiation and problem solving with injured workers, their representatives, employers and case coordinators

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- public sector legislation legislation work health and safety and environment, regulations, policies, procedures and guidelines relating to injury management
- case estimate software
- methodology for estimating liability
- risk management in the context of injury management
- delegations
- obligations and options for settlement under the legislation

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Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPINM012 Manage case direction and outcomes

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPIM502A Manage case direction and outcomes. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to undertake case management of injured workers through return to work or other alternatives. It includes developing strategic case management plans.

This unit applies to those working in public sector roles but may be applied to anyone working in a similar organisational context.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work autonomously while performing complex tasks in a range of contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Injury management

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Develop strategic case management plans	1.1 Develop case management plans to reflect the initial assessment of needs. 1.2 Include action plans in case management plans as required, and identify the full range of short, medium and long term goals that focus on the achievement of the best possible outcome for claim resolution. 1.3 Include avenues for appeal and procedures for grievances or complaints in plans. 1.4 Determine and include strategies for monitoring and changing plans. 1.5 Consider cultural impact into all aspects of case management plans. 1.6 Establish and implement strategies for obtaining and monitoring service providers.
2. Manage case directions and outcomes	2.1 Implement strategies to monitor the effectiveness of case management processes against agreed goals, relevant services and programs, and client and stakeholder satisfaction. 2.2 Monitor rehabilitation and return to work plans to ensure they remain consistent with the determined strategic direction of case. 2.3 Assess the need for changes in case plans, including the need for continued intervention, and develop strategies for alternative action as required. 2.4 Monitor payments to injured workers and adjust as required. 2.5 Consider alternatives and recommend them if required, should the rehabilitation and return to work process fail. 2.6 Provide advice on all aspects of case management including advice on legislative and risk management issues.
3. Manage complex cases	3.1 Tailor case management and return to work plans to the specific needs of complex cases. 3.2 Use high-level negotiation, mediation and conflict management skills to manage objectives and outcomes in complex cases. 3.3 Obtain expert assistance as required and facilitate case conferences to ensure the best outcome for complex case management. 3.4 Take a risk management approach in the allocation of additional resources to complex cases to ensure value for money in the

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	rehabilitation process.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPIM502A Manage case direction and outcomes.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPINM012 Manage case direction and outcomes

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- applying legislation, regulations and policies relating to managing case direction and outcomes
- applying case management principles to injury management
- using communication with diverse stakeholders' including negotiation and problem-solving
- dealing with and/or managing difficult people

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- public sector legislation including work health and safety and environment, regulations, policies, procedures and guidelines relating to injury management
- privacy legislation
- procedures to ensure confidentiality and security of information
- public sector management acts
- industrial law/industrial relations practice
- reporting requirements
- case management principles and practices relating to injury management

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Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPINM013 Maintain and monitor service standards

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPIM503A Maintain and monitor service standards. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to maintain high-quality rehabilitation and injury management service and standards. It includes monitoring standards, improving service delivery, and developing and maintaining professional competence in injury management.

This unit applies to those working as house rehabilitation coordinators, with relevant professional background.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently while performing routine tasks in a range of familiar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Injury management

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Monitor standards and improve service delivery	1.1 Monitor documentation, processes and practices. 1.2 Monitor service and standards and identify ways in which planning and operations could be improved using organisation's systems and technologies. 1.3 Implement continuous improvement techniques to strengthen the standards. 1.4 Document work performance and use the information to identify opportunities for improvement to systems and processes. 1.5 Manage records, reports and recommendations for improvement. 1.6 Set, monitor and review service benchmarks.
2. Maintain and further develop professional competence in injury management	2.1 Maintain a knowledge of industry trends/changes and legislative updates. 2.2 Use feedback from clients and colleagues to identify and develop ways to improve personal competence. 2.3 Select and use professional development opportunities suited to personal learning style.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPIM503A Maintain and monitor service standards.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPINM013 Maintain and monitor service standards

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- applying legislation, regulations and policies relating to maintenance of rehabilitation injury management service and standards
- using communication with diverse stakeholders including interviewing, gathering feedback
- updating knowledge and skills through both formal and informal means

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- public sector legislation including work health and safety and environment, regulations, policies, procedures and guidelines relating to injury management
- privacy legislation
- procedures to ensure confidentiality and security of information
- public sector management Acts
- industry standards for rehabilitation
- continuous improvement principles
- professional development and its relationship to quality service delivery

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Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPINM014 Contribute to a quality injury management system

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPIM504A Contribute to a quality injury management system. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to contribute to the organisation's rehabilitation/return to work system. It includes contributing to the planning and development and implementation of an injury management system, and monitoring and reporting on injury management system outcomes.

This unit applies to those working as case managers.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work under supervision, while performing routine tasks in a range of familiar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Injury management

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Contribute to planning and development of an injury management system	1.1 Adopt and promote a systems approach to injury management. 1.2 Develop and maintain systems to enable early notification of injuries, early intervention and return to work action. 1.3 Assess currency and compliance of organisational policies relating to injury management and update. 1.4 Maintain case management delegation. 1.5 Adopt, where practicable, a preferred provider system for selecting approved rehabilitation providers. 1.6 Establish and implement internal audit arrangements as required, based on a risk management approach.
2. Implement injury management system	2.1 Obtain management commitment to the organisation's injury management, rehabilitation and/or return to work policy and processes. 2.2 Provide advice to management on injury implications of broader management initiatives. 2.3 Develop and maintain effective relationships with supervisors, work health and safety staff and senior management to integrate prevention and return to work outcomes. 2.4 Promote the organisation's rehabilitation/return to work policy.
3. Monitor and report on injury management outcomes	3.1 Collect and collate injury management and return to work outcome data for measurement against performance standards and targets. 3.2 Analyse information on claims data and costs, and report outcomes/trends to management. 3.3 Gather stakeholder feedback on the process and work system. 3.4 Monitor and report on rehabilitation budget. 3.5 Monitor, report and follow up on non-conformance with system requirements. 3.6 Undertake system reviews in terms of regular reporting and implement performance indicators and improvements.

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Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPIM504A Contribute to a quality injury management system.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPINM014 Contribute to a quality injury management system

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- applying legislation, regulations and policies relating to an injury management system
- applying principles of continuous improvement to the development and maintenance of a quality injury management system
- using communication with diverse stakeholders including interviewing/gathering feedback from stakeholders
- collecting and collating statistical information

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- public sector legislation including work health and safety and environment, regulations, policies, procedures and guidelines relating to injury management
- privacy legislation
- procedures to ensure confidentiality and security of information
- public sector management Acts
- industry standards for rehabilitation
- continuous improvement principles
- recordkeeping procedures
- trend analysis

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Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPINV001 Plan and initiate an investigation

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages.

Application

This unit describes the skills required to identify and confirm possible non-compliance, and plan and initiate a subsequent investigation. It includes planning and activating evidence collection, identifying witnesses and persons of interest.

This unit applies to those working in a range of regulatory work environments involving gathering and managing physical or documentary evidence from a range of sources.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to, particularly those related to WHS in the context of investigations.

Those undertaking this unit would work independently using support from a range of established resources to perform complex tasks in a range of contexts, including some that are unfamiliar and/or unpredictable.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Investigation

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Initiate preliminary investigation to confirm non-compliance	1.1 Assess information, confirm likely non-compliance and if matter under investigation falls within jurisdiction. 1.2 Prioritise importance and urgency of the matter for action. 1.3 Initiate documentation for investigation of alleged matter.
2. Plan investigation	2.1 Determine the objectives of the investigation and obtain necessary resources to conduct the investigation. 2.2 Identify and plan for risks associated with the investigation including sensitivities that might affect the organisation. 2.3 Select methods to achieve the investigation's objectives. 2.4 Identify timelines and prioritise tasks. 2.5 Confirm and initiate communication and case management requirements. 2.6 Record investigation planning. 2.7 Obtain approval to commence investigation.
3. Initiate investigation	3.1 Implement evidence recording process. 3.2 Identify, locate and contact possible witnesses to request information. 3.3 Identify and locate responsible parties and record their particulars. 3.4 Contact responsible parties for interview and inform them of the nature of the investigation as required by law. 3.5 Research evidence requirements to establish the type and standard of evidence and necessary resources according to the size of investigation and nature of the offence. 3.6 Select and initiate investigative techniques.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

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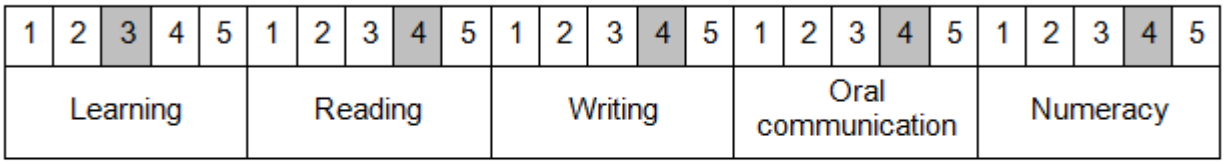
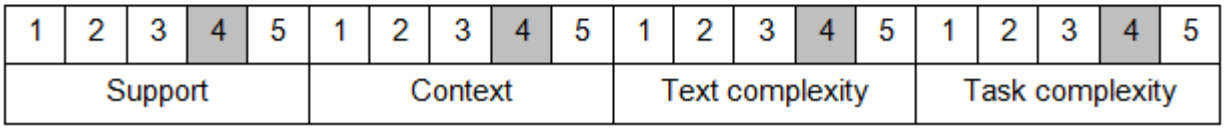
ACSF levels indicative of performance:



Performance variables:



Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPINV001 Plan and initiate an investigation

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages.

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least two occasions.

- acting ethically
- applying legislation, regulations and codes of practice
- using process mapping
- undertaking research, analysis and problem solving in the context of investigating non compliance
- questioning and negotiating meaning
- responding to diversity
- using planning and time management in the context of investigations
- preparing written reports and recommendations requiring accuracy, formal language structures
- using information technology for data analysis, recording and reporting

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- investigation methodology and techniques
- rules and types of evidence
- storage and continuity of evidence
- applicable legislation
- aspects of criminal, civil or administrative law
- jurisdiction, powers and restrictions to investigate
- organisational policy and procedures
- cultural awareness

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- confidentiality and privacy issues
- reporting procedures which provide a written or electronic audit trail

Assessment Conditions

Valid assessment of this unit requires a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when initiating investigations.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPINV002 Conduct an investigation

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages.

Application

This unit describes the skills required to conduct an investigation under commonwealth and/or jurisdictional law, in accordance with an established investigation plan. It includes gathering and managing evidence, identifying persons of interest, reviewing and reporting on progress and briefing/debriefing relevant personnel.

This unit applies to those working in a range of regulatory work environments.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to, particularly those related to WHS and environment in the context of investigations.

Those undertaking this unit would work independently using support from a range of established resources to perform complex tasks in a range of contexts, including some that are unfamiliar and/or unpredictable.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Investigation

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe	Performance criteria describe the performance needed to demonstrate

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the essential outcomes	achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Locate and record information sources	1.1 Identify subjects and suspects involved in the matter under investigation and record details. 1.2 Obtain or verify authority to search, involving other organisations where necessary. 1.3 Collect and analyse information relevant to the investigation. 1.4 Identify and locate persons relevant to the investigation and eliminate persons who are not. 1.5 Access expert skills and knowledge when necessary to further assist staff in areas where they cannot, or are not authorised, to act. 1.6 Anticipate likely defences and include evidence to counter these.
2. Collect and manage information and exhibits	2.1 Collect, label, record and preserve identified and/or corroboratory evidence for later use in proceedings. 2.2 Identify, secure and manage evidence from incoming information. 2.3 Maintain continuity, security and integrity of exhibits. 2.4 Handle, record, store and dispose of exhibits.
3. Review and adjust investigation process	3.1 Monitor and review evidence collection to address gaps and inadequacies. 3.2 Conduct briefings and debriefings of all relevant personnel. 3.3 Conduct investigation with sufficient flexibility to allow for contingencies, modify process of investigation and implement solutions where practicable.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

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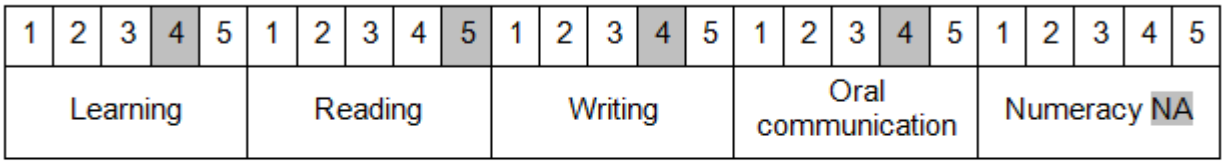
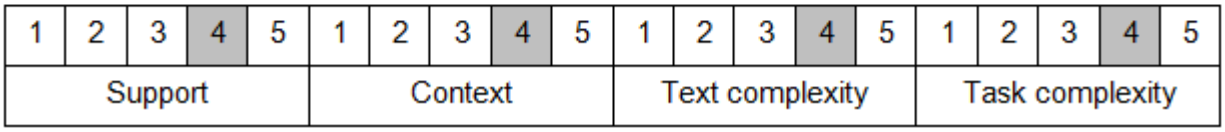
ACSF levels indicative of performance:



Performance variables:



Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

No equivalent unit.

Links

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Assessment Requirements for PSPINV002 Conduct an investigation

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages.

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least two occasions.

- organising and problem-solving
- liaising and negotiating
- communicating with people from diverse backgrounds
- making comparisons and exercising judgment about facts in written materials
- writing reports using formal structures and language
- collecting, labelling, recording and preserving identified and/or corroboratory evidence for later use in proceedings according to exhibit management principles, continuity of possession, legislation and standards

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- rules of evidence and legislation relevant to the jurisdiction
- legislation dealing with offence/s under investigation
- document management systems
- exhibit management principles
- organisational policies, guidelines and regulations
- equal employment opportunity, equity and diversity principles
- legal and ethical considerations in investigations which involve juveniles and indigenous people

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Assessment Conditions

Valid assessment of this unit requires a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when initiating investigations.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

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PSPINV003 Finalise an investigation

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages.

Application

This unit describes the skills required to complete, review and report on the results of an investigation. It includes finalising the investigation, handling complaints and appeals, preparing an investigation report and using investigation outcomes.

This unit applies to those working in a range of regulatory work environments comprising gathering, managing and interpreting documentary evidence to determine appropriate responses including reporting and acting on investigation outcomes.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to, particularly those related to WHS and environment in the context of investigations.

Those undertaking this unit would work independently using support from a range of established resources to perform complex tasks in a range of contexts, including some that are unfamiliar and/or unpredictable.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Investigation

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Address investigation outcomes	1.1 Complete documentation if no breach has occurred or no action is to be taken, including reasons and justification. 1.2 Prepare and submit a record of the investigation and consequent recommendations for action. 1.3 Respond to complaints, appeals and the potential role of the ombudsman. 1.4 Advise relevant personnel on the outcome of the investigation. 1.5 Make recommendation for referral to another organisation as required and document for the organisation's information.
2. Report findings	2.1 Prepare finalisation report in relation to the findings and submission of evidence, with recommendations for subsequent action if relevant. 2.2 Prepare report and refer to relevant personnel for further action.
3. Finalise investigation	3.1 Undertake self-assessment of the conduct of the investigation and provide verbal and written briefings. 3.2 Inform relevant external organisations of outcomes and document this action. 3.3 Update organisational systems regularly, contributing investigation results for the development of statistics, trends and precedents.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

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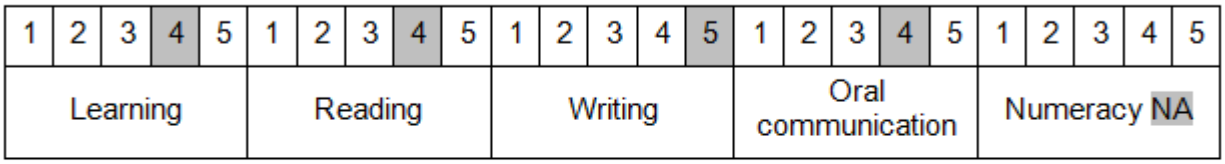
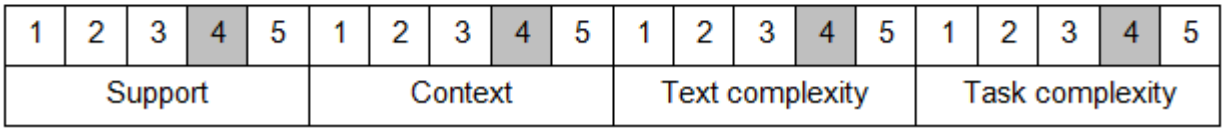
ACSF levels indicative of performance:



Performance variables:



Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

No equivalent unit.

Links

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Assessment Requirements for PSPINV003 Finalise an investigation

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages.

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least two occasions.

- undertaking analysis and problem-solving
- engaging in exchanges of sometimes complex oral information
- varying style and language during briefings to suit audience
- writing summaries, briefing papers and reports requiring clarity, accuracy and formality of structure and language
- applying analytical techniques, logic and reasoning to identify and select avenues of inquiry and substantiate these choices

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- legislation relating to the offences under investigation
- investigation principles and the range of investigation techniques available
- organisational guidelines for reporting and information management
- ethical standards
- principles of equal employment opportunity, equity and diversity
- operational safety
- legislation related to anti-discrimination and disability
- different types of criminal activity and their elements
- available resources which may need to be deployed to support the investigation
- security issues and classifications
- legal and ethical considerations in investigations which involve juveniles and indigenous people

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- knowledge of case management systems and the range of contexts in which they can be applied
- court procedures and evidentiary in provision of briefs of evidence for use by the prosecution
- role and functions of other agencies who work with policing in the conduct of investigations
- methods and process for subject/suspect identification and profiling

Assessment Conditions

Valid assessment of this unit requires a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when initiating investigations.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPLAN001 Converse in Auslan at a basic user level

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to communicate in Auslan on familiar and routine matters. Communication may take place in any situation including personal, public, social, employment and educational domains.

This unit aligns to an adaptation, for sign languages, of the Common European Framework of Reference for Languages (CEFR), A2: Basic User.

This is an Auslan signer who can:

- understand sentences and frequently-used expressions related to areas of most immediate relevance (e.g. basic personal and family information, shopping, local geography, employment)
- communicate about simple and routine tasks requiring a simple and direct exchange of information on familiar and routine matters
- describe in simple terms aspects of his or her background, immediate environment, and matters in areas of immediate need.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Languages other than English - Auslan

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*

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1. Comprehend short, clear signed texts on concrete matters.	1.1. Identify, from contextual cues, the topic of discussion and probable meaning of words for short signed texts on concrete topics. 1.2. Extract essential information from short, recorded Auslan texts about predictable everyday matters when signed slowly and clearly. 1.3. Comprehend the main points of short, clear, simple signed messages, announcements and directions. 1.4. Identify the topic of live discussion between proficient or native signers when signed slowly and clearly.
2. Process vocabulary and grammar for signed exchanges on concrete matters.	2.1. Use and show basic control of a narrow vocabulary repertoire of signs dealing with concrete and everyday matters. 2.2. Use groups of a few signs and memorised phrases to make basic signed sentence patterns about concrete and everyday matters so that meaning and questions are understood but with regular self-correction.
3. Present in Auslan on familiar concrete subjects.	3.1. Give short rehearsed basic signed announcements or presentations on familiar and concrete subjects. 3.2. Communicate simple and direct limited routine information so that meaning is understood. 3.3. Answer, in Auslan, straightforward follow-up questions, asking for repetition as required.
4. Engage in spontaneous Auslan conversations on familiar concrete subjects.	4.1. Initiate, maintain and close short, simple face-to-face conversations about concrete and everyday matters. 4.2. Pronounce signs clearly enough to be understood despite a noticeable “accent”, but with regular repetition. 4.3. Construct phrases for short exchanges with hesitation, frequent pauses and repetition. 4.4. Follow signing of proficient or native speakers when signed slowly and clearly but when mostly repeated. 4.5. Ask, very simply, for clarification of key words or phrases or repetition of signing when not understood.

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

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Unit Mapping Information

No equivalent unit

Links

Companion Volume Implementation Guide - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPLAN001 Converse in Auslan at a basic user level

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, and:

- watch two different recorded Auslan texts, signed slowly and clearly, about predictable every day matters and, for each text, provide three points about the information signed
- watch two different live conversations between proficient or native signers about predictable every day matters, signed slowly and clearly, and identify the topic of each conversation
- produce two different prepared Auslan texts, which contain vocabulary of a concrete nature, to provide information about familiar concrete and everyday matters:
  - participate in two Auslan exchanges to deliver the prepared texts to one other signer, each lasting for a maximum of four minutes
- participate in two different basic spontaneous Auslan exchanges with one other signer, each lasting for a maximum of four minutes:
  - during the above two spontaneous exchanges, engage in conversation about a narrow range of concrete topics relevant to the immediate environment
- during all of the above exchanges:
  - cumulatively use the range of Auslan linguistic features listed in Knowledge Evidence, with some consistency
  - spell commonly fingerspelled names and places, and produce letters smoothly
  - show simple interactional strategies such as nodding to show interest, attention and attitude
  - correctly form signs that use high frequency handshapes, signs which have no movement path and those that use high frequency locations including neutral signing space
  - show the beginnings of resistance to influence from English (word order and mouthing) when using Auslan.

During all exchanges, the individual can:

- be allowed to comprehend Auslan texts deliberately delivered at a slow speed
- ask the signer to repeat signed text twice, three times when fingerspelling is involved
- ask for assessor clarification twice
- correct and repeat own signed text twice

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- show idiosyncrasies in sign production
- confuse cardinal and ordinal numbers
- confuse numbers with similar signs
- frequently pause, hesitate, repeat features, and isolate signs and phrases
- frequently rely on fingerspelling of English words, gesture, and other visual communication methods to communicate
- use depicting signs in isolation from other complex features of Auslan such as role shift (constructed action) and gesture
- use indicating verbs as plain verbs or in very familiar modified forms.

Knowledge Evidence

Knowledge of Auslan linguistic features required to converse in Auslan at a basic user level, as described in elements and performance criteria of this unit:

- Auslan signs:
  - a narrow range of high frequency Auslan signs for things of a concrete nature and used in conversations about familiar, routine and every day matters
- fingerspelling:
  - basic fingerspelling conventions; types of words that are spelled, when things are spelled in Auslan
  - high frequency simple and concrete words that are spelled including own name and local places
- numbers:
  - signs for cardinal numbers including hundreds and thousands
  - signs for ordinal numbers up to 9th
  - signs that use numbers sufficient to comprehend but not produce them (TWO-WEEKS-AGO etc.)
- the basics of non-manual features (NMFs) of Auslan and how these are used to produce, emphasise and modify meaning:
  - facial expression to show emotion
  - gaze (sufficient to understand, but not to use)
  - mouth gestures
  - mouthing of English words (sufficient to understand, but not to use)
  - movements of head and body (sufficient to understand, but not to use)
- time:
  - simple signs related to timelines (BEFORE, AFTER etc.)
  - sign for FINISH to show completion
- depicting signs:
  - common one-handed entity depicting signs for flat objects interacting in simple ways
  - handling depicting signs for flat objects with simple shapes, such as a piece of paper, and with simple movements such as giving or putting

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    - size and shape specifiers (SASSes) for simple two dimensional shapes (squares, triangles)
- role shift (constructed action):
    - function of role shift (constructed action)
    - features used in basic role shift (constructed action); some change in gaze, body posture and or head tilt to indicate the role shift (constructed action)
- use of space:
    - how space used to represent space
    - how indexing (pointing) indicates things, people and places
    - simple pronouns for indexing (I, MINE, YOU etc.) and locations (HERE, THERE)
    - very basic modifications of some common indicating verbs (GIVE, HELP, LOOK etc.) for actor and undergoer
- sentence structure and cohesion:
    - how to structure basic statements differently and simply to convey meaning in non-fixed sign order (MAN GIVE WOMAN or MAN WOMAN GIVE)
    - how to shift non-fixed sign order in statements to create very basic topicalisation
    - how to incorporate basic conjunctions such as THEN
    - how to structure basic open and closed questions
    - non-manual features that indicate yes or no
    - list buoys, sufficient to understand simple lists but not to produce
- discourse management:
    - visual communication methods used when signers don’t know a sign:
        - mime
        - gesture
        - body language
        - facial expression
    - NMFs used to give feedback when another person is signing.

Assessment Conditions

Auslan skills can be demonstrated:

- face-to face or via electronic media
- via filmed media.

Rooms used for assessment must be sufficiently quiet and have appropriate lighting and seating configuration to allow optimum visual and aural access for Auslan exchanges.

Assessment must ensure use of:

- recorded Auslan texts about predictable every day matters signed slowly and clearly
- proficient Deaf signers who participate in Auslan exchanges.

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Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors, and hold a qualification or Statement of Attainment which includes the unit PSPLAN012 Converse in Auslan at a proficient user level or demonstrate competency equivalent to that unit, and provide evidence of at least five years' experience in interacting with the Deaf community.

Links

Companion Volume Implementation Guide - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPLAN002 Compare the fundamental differences between Auslan and English structure

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to identify the fundamental and major differences between Auslan and English structure. It also covers knowledge about how Auslan can be effectively learnt.

Knowledge of these key principles underpins effective learning of Auslan as a second language.

This unit applies to individuals who have no experience or limited experience in Auslan and who are developing their initial Auslan skills to converse as basic users of Auslan.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Languages other than English - Auslan

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Determine key aspects of learning Auslan as a second language.	1.1. Source information on common myths about sign languages to address misconceptions about Auslan. 1.2. Compare types of bilingualism in hearing and Deaf communities. 1.3. Identify key elements of effectively learning Auslan as a second language.
2. Compare English and Auslan	2.1. Identify the main word classes of English and sign basic examples in Auslan.

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structure.	2.2. Explain word order and its importance in English. 2.3. Produce basic signed sentences that use different word order to English.
3. Compare English and Auslan meaning.	3.1. Source and sign examples of semantic equivalence between English words and Auslan signs. 3.2. Source and sign examples of non-equivalent semantics between English words and Auslan signs. 3.3. Identify signs that have an arbitrary relationship between form and meaning. 3.4. Identify and use signs that have an iconic relationship between form and meaning.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION
Reading skills to:	• interpret unfamiliar information of varying complexity.
Communication skills to:	• produce single signs, and simple sentences, in Auslan to demonstrate understanding of basic Auslan concepts.

Unit Mapping Information

No equivalent unit

Links

Companion Volume Implementation Guide - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPLAN002 Compare the fundamental differences between Auslan and English structure

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, and:

- complete a brief written, verbal or Auslan signed report including details of:
  - common myths about sign languages
  - types of bilingualism for hearing and Deaf people
  - four different factors that can affect the effective acquisition of Auslan as a second language
  - descriptions of the main word classes in English
- produce three different basic signed sentences that use different word order to English
- source and sign four examples of semantic equivalence between English words and Auslan signs
- source and sign four examples of non-equivalent semantics between English words and Auslan signs
- sign four examples of signs that have an iconic relationship between form and meaning.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- common myths about sign languages:
  - sign languages are not real languages
  - there is or should be a universal sign language
  - sign languages are limited in their ability to express abstract concepts
  - sign languages are a type of mime
  - sign languages were created by hearing people
- definitions of bilingualism, views of what bilingualism means and the notion of a continuum between moderate proficiency in one language and fluency in both languages
- difference between reading, writing and speaking a second language and application to Deaf people
- differences between first and second language acquisition and different settings for second language acquisition
- factors which influence effective learning of Auslan:

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  - access to Deaf people
  - access to other learners
  - constructive feedback
  - access to research resources
  - practical application
  - personal motivation
- word classes and word order in English:
  - importance to meaning
  - how these may be expressed in Auslan
- a basic range of English words that don’t have an Auslan equivalent
- a basic range of signs that don’t have an English equivalent
- concepts of:
  - form and meaning in sign language
  - arbitrary relationship between form and meaning
  - iconic relationship between form and meaning.

Assessment Conditions

Auslan skills can be demonstrated:

- face-to face or via electronic media
- via filmed media.

Rooms used for assessment must be sufficiently quiet and have appropriate lighting and seating configuration to allow optimum visual and aural access for Auslan signing.

Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors, and hold a qualification or Statement of Attainment which includes the unit PSPLAN012 Converse in Auslan at a proficient user level or demonstrate competency equivalent to that unit, and provide evidence of at least five years’ experience in interacting with the Deaf community.

Links

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PSPLAN003 Source information on Deaf culture, and communicate according to Deaf protocol

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to follow a range of Deaf protocols and customs to interact with the Deaf community in a culturally appropriate and sensitive way.

It requires the ability to develop knowledge about the major features of the Deaf community and its culture and values, especially the value of signed languages. This knowledge underpins appropriate interactions with the Deaf community when conversing in Auslan.

This unit applies to individuals who use Auslan to converse with others at any level of proficiency.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Languages other than English - Auslan

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*

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1. Source information on the Deaf community.	1.1. Source various definitions of the Deaf community and interpret criteria for membership. 1.2. Obtain information on different groups within the Deaf community, including those who are Deafblind to develop a broad understanding of the community. 1.3. Identify the role of hearing people in the Deaf community. 1.4. Source information on community and advocacy organisations and their role in the Deaf community. 1.5. Determine own position within the Deaf community.
2. Obtain information on Deaf community cultural values.	2.1. Use a range of sources to identify various cultural values of the Deaf community. 2.2. Identify and compare own personal values with Deaf community values to understand different values.
3. Source information on the origin of Auslan.	3.1. Identify English, Scottish and Irish influences on the evolution of Auslan. 3.2. Identify how sign language was brought to and used in Australia and how the term 'Auslan' was introduced. 3.3. Seek information on the evolution and preservation of Auslan.
4. Source information on the role of signed language in Deaf communities.	4.1. Identify the value of signed languages in Deaf communities. 4.2. Identify various attitudes within the Deaf community towards manual systems of communication.
5. Use Deaf customs and protocols when communicating with Deaf people.	5.1. Use terms related to Deafness that comply with Deaf customs. 5.2. Use attention-getting techniques during interactions that comply with Deaf protocols. 5.3. Use Deaf protocols for participating and turn taking in group discussions. 5.4. Use Deaf protocols for interrupting ongoing conversations.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION
Reading skills to:	• interpret unfamiliar information of varying complexity.

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Writing skills to:	• produce notes, summarise and record information in basic documents such as information sheets, portfolios and files.
Communication skills to:	• ask open and closed probe questions and actively listen to clarify information from others.
Technology skills to:	• use a computer, keyboard and the Internet to search for information.

Unit Mapping Information

No equivalent unit

Links

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Assessment Requirements for PSPLAN003 Source information on Deaf culture, and communicate according to Deaf protocol

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, and:

- create a portfolio of information on the Deaf community and various cultural values to include details of:
  - the main and generally accepted criteria for membership
  - two issues and two generally accepted cultural values
  - the basic characteristics and roles of two community and two advocacy organisations that exist within or interact with the Deaf community
  - an overview of the history of Auslan and how it has been preserved
  - an overview of value of Auslan in the Deaf community
  - customary definitions of:
    - Deaf
    - deaf
    - Deafblind
    - hearing-impaired
    - hard-of-hearing
    - hearing
    - child of a deaf adult (CODA)
    - people with deaf parents
- participate in two prepared Auslan exchanges, each lasting for a maximum of three minutes, within a group of three signers and cumulatively use appropriate Deaf protocols for:
  - getting attention
  - interrupting an ongoing conversation
  - turn taking
  - asking for clarification and repetition
  - eye contact
  - active listening.

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Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- the main and generally accepted criteria for membership in a Deaf community including:
  - Deafness
  - Deafblindness
  - shared experience with Deafness
  - using Auslan or other sign languages
  - participating in social networks
  - commitment to shared goals
- a range of issues and generally accepted cultural values of the Deaf community:
  - value of education programs including bilingual programs and how Deaf people and their families might choose these
  - value of community and social events
  - attitudes towards cochlear implants
  - attitudes about use of spoken English and choice to use or not use
  - notion of hearing privilege and different manifestations
  - notion of Deaf allies and value of positive interactions to Deaf people
- the basic characteristics and roles of community and advocacy organisations that exist within or interact with the Deaf community:
  - regional and rural social and sporting groups
  - special interest groups including those for women, youth and senior citizens
  - religious groups
  - Australian Sign Language Interpreters' Association (ASLIA)
  - state and territory Deaf societies
  - educators and other professionals
  - Deaf community organisations
- key points about the history of Auslan and how it has been preserved
- value of Auslan in the Deaf community
- key features of manual systems of communication
- the existence of and basic overview of Deafblind communication modes including tactile Auslan, tactile fingerspelling and visual framing
- terms and labels related to Deafness, their general meaning and customary use in the community:
  - Deaf or deaf
  - Deafblind
  - hearing-impaired
  - hard-of-hearing
  - hearing
  - child of a deaf adult (CODA)

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    - people with deaf parents
- protocol when first meeting another person (Deaf or hearing); questions to expect and how to introduce them to others
- a range of attention-getting techniques and associated Deaf protocols for:
    - touching
    - use of lights
    - use of vibration
    - use of movement
- appropriate Deaf protocols for discussions with Deaf people including those for:
    - participating in group discussions
    - interrupting an ongoing conversation
    - turn taking
    - asking for clarification and repetition
    - eye contact
    - active listening
    - using sign names in a culturally appropriate and sensitive way
- how protocols would vary according to different communication circumstances to include:
    - personal discussions with family and friends
    - social and community discussions with familiar and unfamiliar people
    - discussions in the learning environment with teaching staff and learners
    - workplace discussions with co-workers and clients.

Assessment Conditions

Auslan skills can be demonstrated:

- face-to face or via electronic media
- via filmed media.

Rooms used for assessment must be sufficiently quiet and have appropriate lighting and seating configuration to allow optimum visual and aural access for Auslan exchanges.

Assessment must ensure use of:

- computers and the Internet to search for information
- proficient Deaf signers who participate in Auslan exchanges.

Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors, and hold a qualification or Statement of Attainment which includes the unit PSPLAN012 Converse in Auslan at a proficient user level or demonstrate competency equivalent to that unit, and provide evidence of at least five years' experience in interacting with the Deaf community.

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PSPLAN004 Converse in Auslan at an independent user level (familiar subjects)

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to communicate in Auslan with some confidence on familiar, routine and some non-routine matters. Communication may take place in any situation including personal, public, social, employment and educational domains.

This unit aligns to an adaptation, for sign languages, of the Common European Framework of Reference for Languages (CEFR), BI: Independent User.

This is an Auslan signer who can:

- understand the main points when clear, standard language (which for sign language users may be a locally used variation) is used and the topics are familiar matters regularly encountered in work, school, leisure, etc.
- deal with most situations likely to arise where the sign language is used
- produce simple connected text on topics, which are familiar, or of personal interest
- describe experiences and events, dreams, hopes and ambitions and briefly give reasons and explanations for opinions and plans.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Languages other than English - Auslan

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*

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1. Comprehend routine signed text on familiar matters.	1.1. Derive the meaning, from contextual cues, of unknown and unfamiliar signs to deduce sentence meaning for familiar subjects. 1.2. Extract main points from recorded Auslan texts about familiar subjects when signed relatively slowly and clearly. 1.3. Comprehend simple technical instructions and detailed directions provided in Auslan. 1.4. Follow the main points of live discussion between proficient or native signers when delivered in standard sign.
2. Process vocabulary and grammar for signed exchanges on familiar matters.	2.1. Use and show good control, but with some significant error and circumlocution, of an elementary vocabulary repertoire of signs dealing with familiar subjects. 2.2. Use reasonably accurate signed sentence patterns about familiar subjects so that meaning and questions are understood but with some self-correction.
3. Present in Auslan on familiar subjects.	3.1. Give prepared straightforward signed announcements or presentations on familiar topics. 3.2. Communicate main points of immediate relevance with reasonable precision. 3.3 Answer, in Auslan, follow-up questions, asking for repetition as required.
4. Engage in spontaneous Auslan conversations on familiar subjects.	4.1. Initiate, maintain and close simple face-to-face conversations on topics that are familiar or of personal interest. 4.2. Pronounce signs clearly and intelligibly but with an “accent” sometimes evident and with occasional mispronunciations. 4.3. Continue with relative ease throughout the conversation with some infrequent pauses and repetition. 4.4. Follow signing of proficient or native speakers when clearly articulated in standard sign but with some words and phrases repeated. 4.5. Ask for clarification or elaboration of signing when not understood.

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency.

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Unit Mapping Information

No equivalent unit

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Assessment Requirements for PSPLAN004 Converse in Auslan at an independent user level (familiar subjects)

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, and:

- watch two different recorded Auslan texts, signed relatively slowly and clearly, about familiar subjects and, for each text, explain the overall content and three points about the information provided
- watch two different live conversations between proficient or native signers about familiar subjects, delivered in standard sign, and describe three points raised in each conversation
- produce two different prepared Auslan texts, which contain vocabulary of a concrete and familiar nature, to provide information about familiar topics:
  - participate in one Auslan exchange to deliver one of the prepared texts to one other signer; lasting for a maximum of five minutes
  - participate in one different Auslan exchange to simultaneously deliver the other prepared text to two other signers; lasting for a maximum of five minutes
- participate in two different routine spontaneous Auslan exchanges with one other signer, each lasting for a maximum of five minutes:
  - during the above two spontaneous exchanges, engage in conversation about a limited range of familiar topics
- during all of the above exchanges:
  - cumulatively use the range of Auslan linguistic features listed in Knowledge Evidence, with some consistency
  - use fingerspelling appropriately in conversation, smoothly and clearly most of the time and vary fingerspelling speed
  - show interactional strategies such as nodding and responding signs (back channels) to show interest, attention and attitude
  - consistently use non-manual features (NMFs) with closed questions
  - correctly produce lexical signs with simple movement paths
  - rarely use depicting signs near or with other complex features such as role shift (constructed action) and gesture
  - recognise opportunities for role shift (constructed action) independently
  - keep track of up to two referents in space
  - produce texts which are cohesive overall, not just one sentence
  - show ability to resist influence from English (word order and mouthing) when using Auslan

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During all exchanges, the individual can:

- be allowed to comprehend Auslan texts deliberately delivered at a moderate speed
- ask the signer to repeat signed text twice, three times when fingerspelling is involved
- ask for assessor clarification once
- correct and repeat own signed text once
- show idiosyncrasies in sign production but only those that do not obscure the meaning
- make some mistakes when producing two-handed signs with complex movement paths
- make some mistakes in sentence production
- use NMFs, sporadically and sometimes inconsistently; sometimes rely on lexical signs rather than using NMFs
- make frequent mistakes in pronoun use when 'in character' in role shift (constructed action)
- pause, hesitate and repeat features some of the time but not frequently
- rely on fingerspelling of some English words, some gestures, and other visual communication methods to communicate, but not frequently.

Knowledge Evidence

Knowledge of Auslan linguistic features required to converse in Auslan at an independent user level, as described in elements and performance criteria of this unit:

- Auslan signs:
  - a limited range of established Auslan signs for things of a concrete and familiar nature
  - mouth gestures that go with signs
  - multi-channel signs (using "pah, "bah-bah" etc.)
- fingerspelling:
  - how context can help understanding of fingerspelled words
  - how handshapes can change in fingerspelling production
  - how established signs are created from fingerspelling
  - commonly fingerspelled names and words for familiar subjects
- numbers:
  - common signs that incorporate numbers (TWO-MORE, THREE-WEEKS-AGO etc.)
- time, aspect and manner marking:
  - basic timelines in simple forms; deictic, anaphoric, and sequence timelines
  - how to modify common verbs for simple aspect
  - how NMFs are used to show manner; how a verb was done - often related to role shift (constructed action) WAIT, DRIVE, TALK etc.
- depicting signs:
  - entity depicting signs for flat objects with complex locations and movements
  - handling depicting signs for objects of most shapes with simple movements such as giving or putting

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    - size and shape specifiers (SASSes) for common objects with three dimensional shapes (cylinders, cubes)
- role shift (constructed action):
    - features of role shift (constructed action) used by independent users of Auslan:
        - pronouns to use when a signer is "in character”
        - communicating expressions of another character or object
        - changed gaze to look at the person the signer is interacting with
        - body and head shift
- use of space:
    - how space used to represent space and to show who did what to whom (actor and undergoer)
    - pronouns for indexing more than one person (THREE-OF-US, TWO-OF-YOU etc.) and location
    - how to modify common indicating verbs for actor and undergoer
- sentence structure and cohesion:
    - statements that are structured without modifying indicating verbs, using a word order similar to English; who did what to whom (actor verb undergoer)
    - a variety of sentence types and structures using topicalisation, imperatives, conditionals using signs (IF, SUPPOSE etc.), list buoys used for simple lists, and NMFs
    - how to topicalise sentences by using non-manual features
    - how to form open and closed questions, including correct use of NMFs
    - a variety of negation strategies using lexical signs without non-manual features (NOT, CAN’T, NO) for producing negative utterances
- discourse management:
    - signs used to give feedback when another person is signing (RIGHT, TRUE etc.)
    - NMFs used to indicate politeness.

Assessment Conditions

Auslan skills can be demonstrated:

- face-to face or via electronic media
- via filmed media.

Rooms used for assessment must be sufficiently quiet and have appropriate lighting and seating configuration to allow optimum visual and aural access for Auslan exchanges.

Assessment must ensure use of:

- recorded Auslan texts about familiar subjects signed relatively slowly and clearly
- proficient Deaf signers who participate in Auslan exchanges.

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Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors, and hold a qualification or Statement of Attainment which includes the unit PSPLAN012 Converse in Auslan at a proficient user level or demonstrate competency equivalent to that unit, and provide evidence of at least five years' experience in interacting with the Deaf community.

Links

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PSPLAN005 Analyse the structure of Auslan signs

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to identify the principle characteristics of Auslan signs. It requires the ability to identify the parameters of Auslan signs, use of space, verbs, depicting signs and how new signs are added to Auslan.

This knowledge of the phonology and morphology of Auslan underpins competence in the use of Auslan

This unit applies to individuals who have already achieved some initial Auslan skills and are now progressing towards the achievement of additional skills to converse as independent users of Auslan.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Languages other than English - Auslan

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Identify the parameters of Auslan signs.	1.1. Identify different handshapes and changes that can change the meaning of a sign and sign examples. 1.2. Identify and use common sign locations in Auslan. 1.3. Identify and use primary and secondary sign movements in Auslan. 1.4. Identify how different orientations of handshapes can occur and sign examples. 1.5. Identify types of non-manual features that can be added to a

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	sign and use when signing. 1.6. Identify and use signs with the same handshape, movement or location.
2. Identify how fluent signing can change the citation form of a sign.	2.1. Determine the difference between signs in their citation form and when they are being signed fluently. 2.2. Determine changes that can occur in fluent signing to the form of an Auslan sign.
3. Identify the use of space in Auslan.	3.1. Identify and compare different types of space used in AusIan. 3.2. Identify types of signs or signing used in space and use when signing. 3.3. Identify how signers set up referents in space and sign examples.
4. Identify verbs and their differences.	4.1. Categorise the three types of verbs used in Auslan to understand use when signing. 4.2. Determine the difference between plain verbs and indicating verbs and use when signing. 4.3. Distinguish and explain the difference between using signs that can be locatable or plain verbs. 4.4. Determine the difference between indicating and depicting verbs and sign examples.
5. Identify categories of depicting signs.	5.1. Explain the meaning of entity depicting signs and sign examples. 5.2. Explain the meaning of handling depicting signs and sign examples. 5.3. Explain the meaning of size, shape and specifiers and sign examples.
6. Identify how new signs are added to Auslan.	6.1. Identify and explain common ways new signs are added to Auslan. 6.2. Source and sign examples of new signs added to Auslan through common methods.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS DESCRIPTION

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Reading skills to:	• interpret unfamiliar information of varying complexity.
Communication skills to:	• produce short Auslan texts to demonstrate understanding of the principle characteristics of Auslan signs.

Unit Mapping Information

No equivalent unit

Links

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Assessment Requirements for PSPLAN005 Analyse the structure of Auslan signs

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, and:

- complete a brief written, verbal or Auslan signed report providing details of two new Auslan signs that have been added to the language in the past five years, why they have been added and how they were formulated
- watch a proficient or native signer deliver a live text and identify at least three signs that differ from the citation form; text can be deliberately delivered at slow to moderate speed to allow identification
- produce and deliver three different Auslan texts, each lasting for a maximum of three minutes, and cumulatively use:
  - the five parameters of Auslan signs
  - space, including referents in space
  - plain verbs
  - indicating verbs
  - depicting verbs
  - entity depicting signs
  - handling depicting signs
  - size, shape and specifiers.

During the delivery of the texts, the individual can:

- ask for assessor clarification twice
- correct and repeat own signed text twice
- show idiosyncrasies in sign production
- frequently pause, hesitate and repeat signs
- communicate meaning using signed sentences without presenting a text which is cohesive overall.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- five parameters of Auslan signs:
  - hand shape

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    - orientation
    - movement
    - location
    - non-manual features
- common handshapes in Auslan to include:
    - fist
    - flat hand with fingers together
    - flat hand with fingers apart
    - point
- common sign locations in Auslan to include:
    - neutral signing space
    - arm
    - wrist
    - hand
    - head
    - eye
    - nose
    - ear
    - mouth
    - chin
    - neck
- primary sign movements in Auslan to include:
    - vertical path movements
    - path movements along the bilateral axis
    - path movements along the horizontal depth axis
- secondary sign movements in Auslan to include:
    - rapidly repeated changes in handshape
    - rapidly repeated changes in orientation
    - bending, flattening, squeezing, wiggling, rubbing, twisting, nodding, pivoting, circling
- how different orientations of handshapes can occur:
    - how some changes can affect the meaning of a sign
    - how some orientations are the only ones possible because of the other parameters, i.e. handshape and its location
- types of non-manual features that can be added to a sign citation form, to include those used:
    - for affective or grammatical purposes
    - as part of their standard (citation) form
    - in fluent speech where changes are usually and frequently made to signs because of phonological changes
- a range of changes that can occur to signs during fluent signing to include:

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    - changed handshapes so they look like the sign before or after
    - reduced movements so that things are signed faster
    - changed locations to be nearer to the next sign
- types of space used in Auslan to include:
    - real space
    - topographic space (viewer space and diagrammatic space)
    - abstract space
- types of signs or signing used in space to include:
    - indicating and depicting signs
    - pointing signs
    - timeline signs
    - role shift (constructed action)
- how signers set up referents in space to include:
    - pointing
    - moving eye gaze to a location
    - directing a sign to that location
    - producing a sign in that location
    - producing a depicting verb in that location
- the three categories of verbs used in Auslan and differences between each:
    - plain verbs
    - indicating verbs
    - depicting verbs
- the three categories of depicting signs, hand use and movement for each:
    - motion and location signs with entity handshapes where the handshape is used to depict an object and moved in space to show movement or location
    - handling signs where handshape depicts the human hand holding or touching something which is moved
    - size and shape specifiers (SASSes) where the hand traces the outlines of something to describe its shape and or surface
- common ways new signs are added to Auslan to include:
    - lexicalisation of depicting verbs
    - noun-verb pairs
    - compounding
    - an extension of the meaning of an existing sign
    - lexical borrowing, through:
        - fingerspelling
        - initialisation
        - loan translations
        - mouth patterns
        - other signed languages.

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Assessment Conditions

Auslan skills can be demonstrated:

- face-to face or via electronic media
- via filmed media.

Rooms used for assessment must be sufficiently quiet and have appropriate lighting and seating configuration to allow optimum visual and aural access for Auslan signing.

Assessment must ensure the use of proficient Deaf signers who participate in Auslan signing.

Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors, and hold a qualification or Statement of Attainment which includes the unit PSPLAN012 Converse in Auslan at a proficient user level or demonstrate competency equivalent to that unit, and provide evidence of at least five years' experience in interacting with the Deaf community

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PSPLAN006 Research the development of educational and social conditions for Australian Deaf communities

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to develop knowledge of the history of Deaf communities, deaf education, and welfare, social and political organisations in Australia.

This knowledge contributes to an understanding of issues facing Deaf people and their communities in the present. It underpins culturally appropriate and sensitive interactions with the Deaf community when conversing in Auslan.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Languages other than English - Auslan

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Research the development of Deaf education in Australia.	1.1. Collect information about Deaf people in early colonial Australia, their lives, education and participation in the community. 1.2. Source information on the establishment of Deaf schools in Australia. 1.3. Source information on the main methods of teaching and communication used in Deaf education during Australian history. 1.4. Identify key points of debates on deaf education and the resultant changes from the establishment of schools until the

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	present.
2. Analyse the political and social organisation of the Australian Deaf community.	2.1. Research the establishment of welfare, social and advocacy organisations of and for Deaf people during Australian history. 2.2. Identify important issues that have engaged Deaf communities and how Deaf people defended and promoted their rights. 2.3. Use knowledge to enhance culturally appropriate and sensitive interactions with the Deaf community.

Foundation Skills

FOUNDATION SKILLS

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed *here, along with a brief context statement.*

SKILLS	DESCRIPTION
Reading skills to:	• interpret and analyse unfamiliar and complex information.
Writing skills to:	• produce notes, summarise and record information in documents such as information sheets, portfolios and files.
Communication skills to:	• ask open and closed probe questions and actively listen to clarify information from others • articulate and debate conceptual ideas.
Self-management skills to:	• critically analyse information and formulate positions on matters of opinion.
Technology skills to:	• use a computer, keyboard and the Internet to search for information.

Unit Mapping Information

No equivalent unit

Links

Companion Volume Implementation Guide - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPLAN006 Research the development of educational and social conditions for Australian Deaf communities

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, and:

- complete a research project using information from at least three different sources to identify and explore issues of significance in the history of Australian Deaf education and social progression of Deaf people
- complete a written, verbal or Auslan signed report which covers:
  - two diverse types of Deaf schools and their teaching methods
  - an overview of two diverse debates about the provision of education to the Deaf
  - how teaching methods have changed from early establishment of schools until the present
  - the establishment of two welfare, social or advocacy organisations of and for Deaf people, their initial purpose and how this has changed over time
  - two significant issues, not related to education, that have engaged Deaf communities and ways in which Deaf people have addressed those issues in Australian history.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- examples of deaf people living and working in early colonial Australia and an overview of their working and social lives, including:
  - Deaf convicts
  - early Deaf free settlers
  - Deaf people born in Australia
- types of Deaf schools established in Australia and their main methods of teaching, at an overview level:
  - early schools supported by charity
  - large state schools for the Deaf
  - Catholic and other private schools for the Deaf
  - cued speech schools
  - inclusion programs within mainstream schools

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  - oralism
  - auditory-verbal therapy
  - use of sign language
  - signed English
  - total communication
  - bilingual education
- key points about changes in Deaf education from early establishment of schools until the present:
  - shift towards oralism
  - shift towards mainstreaming of Deaf students
  - closure of Deaf schools
- key points of debates that have surrounded deaf education in Australia:
  - influence of religion
  - dominance of spoken languages
  - employment of Deaf teachers
  - effectiveness of teaching methods
  - benefits of mainstream compared to specialised education programs
  - role and delivery of early education programs
  - empowerment of Deaf people linked to quality of education
- key features and roles of welfare, social and advocacy organisations of and for Deaf people in Australian history:
  - Deaf societies
  - Deaf clubs and sporting groups
  - Deaf associations or groups formed for advocacy purposes
- significant issues that have engaged Deaf communities and ways in which Deaf people have addressed those issues in Australian history, at an overview level:
  - technology including the development of hearing and other aids and Cochlear implants
  - recognition of signed languages
  - equity of access to services for legal assistance, education, training and interpreting
  - legal rights and equity of access to contracts, property ownership and marriage
  - Deaf people's participation in service planning and delivery
  - Deaf people’s access to and participation in professional work
  - government policy, funding and support services.

Assessment Conditions

Assessment must ensure use of computers and the Internet to search for information.

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Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors, and hold a qualification or Statement of Attainment which includes the unit PSPLAN012 Converse in Auslan at a proficient user level or demonstrate competency equivalent to that unit, and provide evidence of at least five years' experience in interacting with the Deaf community.

Links

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PSPLAN007 Converse in Auslan at an independent user level (abstract and concrete notions)

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to communicate in Auslan with a degree of fluency and spontaneity across a wide range of subjects. Communication may take place in any situation including personal, public, social, employment and educational domains.

This unit aligns to an adaptation, for sign languages, of the Common European Framework of Reference for Languages (CEFR), B2: Independent User.

This is an Auslan signer who can:

- understand the main ideas of complex text on both concrete and abstract topics, including technical discussions in his or her field of specialisation
- interact with a degree of fluency and spontaneity that makes regular interaction with proficient or native signers quite possible without strain for either party
- produce clear, detailed text on a wide range of subjects and explain a viewpoint on a topical issue giving the advantages and disadvantages of various options.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Languages other than English - Auslan

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*

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1. Comprehend complex signed text on both abstract and concrete matters.	1.1. Extrapolate the meaning, from contextual cues, of unfamiliar signed phrases and words, and intention of the Auslan text. 1.2. Extract information content from recorded Auslan texts delivered in standard or local sign and identify signers' mood and tone. 1.3. Comprehend signed announcements and messages on abstract and concrete topics in standard or local sign at normal speed. 1.4. Follow content, with some effort, of live discussion between proficient or native signers.
2. Process vocabulary and grammar for signed exchanges on both abstract and concrete matters.	2.1. Use high accuracy, but with some gaps and circumlocution, for a broad vocabulary repertoire of signs dealing with known concrete and abstract topics. 2.2. Use a relatively high degree of grammatical control with only minor flaws in signed sentence structure so that meaning and questions are understood.
3. Present in Auslan on abstract and concrete subjects.	3.1. Give clear prepared signed presentations on known concrete and abstract topics. 3.2. Communicate opinions, advantages and disadvantages of options. 3.3. Answer, in Auslan, a series of follow-up questions with a degree of fluency and spontaneity.
4. Engage in spontaneous Auslan conversations on abstract and concrete subjects.	4.1 Initiate, maintain and close extended face-to-face conversations on both abstract and concrete topics. 4.2. Pronounce signs clearly and naturally with intonation. 4.3. Produce stretches of text with fairly even tempo and spontaneity with infrequent pauses and hesitation. 4.4. Follow, in detail, signing of proficient or native speakers when delivered in standard sign. 4.5. Ask follow-up questions to check understanding of what other signer has said and to clarify ambiguous points.

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency

Unit Mapping Information

No equivalent unit

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Assessment Requirements for PSPLAN007 Converse in Auslan at an independent user level (abstract and concrete notions)

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, and:

- watch two different recorded complex Auslan texts about abstract and concrete subjects, delivered in standard or local sign and, for each text, explain the overall content, three points about the information signed and the signer's mood and tone
- watch two different live conversations between proficient or native signers about abstract and concrete subjects and, for each conversation, describe the overall content and three points raised
- produce two different prepared Auslan texts which contain vocabulary of an abstract and concrete nature, to provide information about abstract and concrete subjects involving opinions and options:
  - participate in one Auslan exchange to deliver one of the prepared texts to one other signer; lasting for a maximum of six minutes
  - participate in one different Auslan exchange to simultaneously deliver the other prepared text to three other signers; lasting for a maximum of six minutes
- participate in one complex spontaneous Auslan exchange with one other signer lasting for a maximum of six minutes
- participate in one different complex spontaneous Auslan exchange with three other signers simultaneously, lasting for a maximum of six minutes
- during the above two spontaneous exchanges, engage in conversation about a range of topics that involve both abstract and concrete issues involving opinion and options
- during all of the above exchanges:
  - cumulatively use the range of Auslan linguistic features listed in Knowledge Evidence, with consistency
  - use fingerspelling appropriately in conversation, produce uncommon words smoothly almost all the time and vary fingerspelling speed
  - show interactional strategies such as nodding, responding signs (back channels) and facial expression to show interest, attention and attitude
  - vary signing speed and style
  - use a broad range of technical signs
  - only sometimes use depicting signs near or with other complex features such as role shift (constructed action) and gesture
  - recognise opportunities for role shift (constructed action) independently

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- keep track of a few referents in space and refer back to them
- produce texts which are cohesive overall, and incorporate role shifting (constructed action) and depicting signs when appropriate
- show limited inappropriate influence from English (word order and mouthing) when using Auslan.

During all exchanges, the individual can:

- be allowed to comprehend Auslan texts deliberately delivered at a little below conversational pace
- ask the signer to repeat signed text once, twice when fingerspelling is involved
- show idiosyncrasies in sign production but only those that do not obscure the meaning
- produce signs, although generally well-formed, which may show occasional confusion between signs of similar hand, orientation, location and movement (HOLM) parameters
- make some mistakes when producing depicting signs with complex locations and movements
- make some mistakes in sentence production and inconsistently use non-manual features (NMFs) in unplanned discourse
- have difficulty in handling, and inconsistently use, reported speech in role shift
- pause, hesitate and repeat features, but only infrequently
- rely on fingerspelling of some English words, some gestures, and other visual communication methods to communicate, but only infrequently.

Knowledge Evidence

Knowledge of Auslan linguistic features required to converse in Auslan at an independent user level, as described in elements and performance criteria of this unit:

- Auslan signs:
  - a broad range of Auslan signs including signs for things of a technical, abstract and concrete nature
- fingerspelling:
  - how and why fingerspelling is typically used by independent signers
  - when short English phrases may be fingerspelled
  - common fingerspelled names and words for technical, abstract and concrete subjects
- numbers:
  - common signs that incorporate numbers (IN-3-YEARS etc.) and the variable conventions for different forms of signs
- time, tense and aspect:
  - timelines used in complex forms; deictic, anaphoric, and sequence timelines
  - how to modify a range of verbs for complex aspect
- depicting signs:
  - a broad range of entity depicting signs for objects with complex locations and movements

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    - a broad range of handling depicting signs for objects of most shapes with a range of movements such as giving, putting, touching and taking
    - size and shape specifiers (SASSes) for a broad range of objects with two and three dimensional shapes
    - how to use enactment instead of depicting signs
- role shift (constructed action):
    - features of role shift (constructed action) used by independent users of Auslan:
        - pronouns to use when a signer is "in character”
        - use of space and gaze to signal when in role shift (constructed action) and when narrator
        - reported speech in role shift
- use of space:
    - indexing for pronouns or locations for cohesion within and across sentences
    - how to flexibly modify a broad range of indicating verbs for actor and undergoer
- sentence structure and cohesion:
    - how to structure statements in the affirmative or negative using various word orders, appropriate verbs and NMFs
    - a variety of sentence types and structures using topicalisation, imperatives, conditionals using signs (IF, SUPPOSE etc.) and NMFs, a broad range of conjunctions, list buoys for complex lists and NMFs
    - how to form rhetorical questions including correct use of NMFs
- discourse management:
    - strategies to modify own signing to communicate a message if other signers indicate that they do not understand
    - methods used to manage turn-taking in interaction
    - NMFs and other modifications such as choice of sign or phrasing used to indicate politeness and match the register of the discourse.

Assessment Conditions

Auslan skills can be demonstrated:

- face-to face or via electronic media
- via filmed media.

Rooms used for assessment must be sufficiently quiet and have appropriate lighting and seating configuration to allow optimum visual and aural access for Auslan exchanges.

Assessment must ensure use of:

- recorded Auslan texts about abstract and concrete subjects, delivered in standard or local sign
- proficient Deaf signers who participate in Auslan exchanges.

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Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors, and hold a qualification or Statement of Attainment which includes the unit PSPLAN012 Converse in Auslan at a proficient user level or demonstrate competency equivalent to that unit, and provide evidence of at least five years' experience in interacting with the Deaf community.

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PSPLAN008 Compare the structure of sentences in Auslan and English

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to identify the significant differences between the structures of Auslan and English. It requires the ability to identify the major structural differences in Auslan and English clauses and sentences, to contrast the use of timelines and tense and understand the features and use of role shift (constructed action).

This knowledge of the syntax and morphology of Auslan underpins competence in the use of Auslan.

This unit applies to individuals who have already achieved a broad range of Auslan skills and are now progressing towards the achievement of additional skills to converse as independent users of Auslan.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Languages other than English - Auslan

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Identify the principle differences in the structure of Auslan and English clauses and sentences.	1.1. Compare the importance of word and sign order in English and Auslan. 1.2. Identify similarities and differences in word and sign order between English and Auslan. 1.3. Identify important influences on choice of Auslan

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	sign order. 1.4. Identify different clause and sentence types in Auslan. 1.5. Identify non-manual features associated with different clause types in Auslan. 1.6. Identify forms of adverbs of manner that occur as non-manual features instead of separate signs.
2. Contrast time marking methods in Auslan and English.	2.1. Identify how changes to the movement in a verb can show aspectual meanings. 2.2. Identify different timelines used in Auslan and what they are used for. 2.3. Contrast how tense is marked in English.
3. Identify the features and use of role shift (constructed action).	3.1. Identify the functions of role shift (constructed action). 3.2. Identify features that can occur with role shift (constructed action). 3.3. Identify features that are more common than others.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION
Reading skills to:	• interpret unfamiliar information of varying complexity.
Communication skills to:	• produce short Auslan texts to demonstrate understanding of the principle characteristics of Auslan clauses and sentences.

Unit Mapping Information

No equivalent unit

Links

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Assessment Requirements for PSPLAN008 Compare the structure of sentences in Auslan and English

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, and:

- complete a brief written, verbal or Auslan signed report to include:
  - the importance of word and sign order in English and AusIan sentences
  - similarities and differences in word and sign order
  - important influences on choice of Auslan sign order
- watch one live conversation between proficient or native signers using multiple features of role shift (constructed action) and identify at least three features used.
- produce and deliver three different Auslan texts, each lasting for a maximum of three minutes, and cumulatively use:
  - three different clause types incorporating non-manual features
  - three different mouth patterns as a non-manual feature
  - verbs that show aspectual meaning
  - three different timelines incorporating a range of movements to express tense
  - adverbs of manner
  - role shift (constructed action) using three different features.

During the delivery of the texts, the individual can:

- ask for assessor clarification twice
- correct and repeat own signed text twice
- show idiosyncrasies in sign production
- frequently pause, hesitate and repeat signs
- communicate meaning using signed sentences without presenting a text which is cohesive overall.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- word classes and word order in English
- sign classes and sign order in Auslan
- the principle differences between Auslan and English word order
- the main influences on choice of sign order:

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  - verb type: plain, indicating or depicting
  - what the speaker sees as important (topicalisation)
  - when role shift (constructed action) is being used
  - with whom the speaker is communicating; English speakers, Auslan signers and their level of Auslan proficiency
- main types of Auslan clause and sentence types to include:
  - yes-no (interrogative, polar) questions
  - what, where, why, when (content) questions
  - rhetorical questions
  - topic-comment structure
  - conditionals
  - negation
  - doubling
  - list buoys
- mouth patterns and other non-manual features used for a range of Auslan clause types
- main adverbs of manner that occur as non-manual features to include:
  - 'ee': intensifying
  - 'cs': intensifying time
  - 'th': careless
  - 'purse lips': unpleasant or negative
  - 'puff cheeks': intensifying
- the meaning of aspectual and types of aspectual timelines to include:
  - over time (continuative)
  - regularly (habitual)
  - long time (durational)
  - over and over again (iterative)
  - just about to happen (inceptive)
  - temporal adverbs
- a range of movements used to express timelines in Auslan
- the differences between Auslan and English time marking methods:
  - how tense is marked in English
  - how tense is marked in Auslan with a temporal adverb
- the functions of role shift (constructed action) and common features that occur:
  - using an appropriate facial expression or body shift
  - shifted expressive elements: taking on the expression of the referent the signer is representing
  - shifted gaze: looking the direction of the referent the signer is representing rather than at the addressee
  - posture: subtle changes in body posture to represent different references
  - shifted reference: use of pronouns as if being the referent.

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Assessment Conditions

Auslan skills can be demonstrated:

- face-to face or via electronic media
- via filmed media.

Rooms used for assessment must be sufficiently quiet and have appropriate lighting and seating configuration to allow optimum visual and aural access for Auslan signing.

Assessment must ensure use of proficient Deaf signers who participate in Auslan exchanges.

Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors, and hold a qualification or Statement of Attainment which includes the unit PSPLAN012 Converse in Auslan at a proficient user level or demonstrate competency equivalent to that unit, and provide evidence of at least five years' experience in interacting with the Deaf community.

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PSPLAN009 Compare other sign languages to Auslan

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to identify basic linguistic similarities and differences between Auslan and other signed languages. It also requires the ability to research the use of International Sign.

This unit applies to independent and proficient users of Auslan who could use knowledge of other sign languages or International Sign to engage in communications requiring a simple and direct exchange of information on concrete matters.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Languages other than English - Auslan

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Identify methods to communicate with Deaf people using different sign languages.	1.1. Identify a range of formal circumstances where different Deaf communities meet. 1.2. Research linguistic and visual communication methods used between Deaf people using different sign languages. 1.3. Analyse advantages and disadvantages of different communication methods. 1.4. Research the use of International Sign for communication between signers who use different sign languages.
2. Analyse and compare linguistic features of Auslan	2.1. Research one sign language, other than Auslan, to identify basic linguistic features. 2.2. Compare basic linguistic features of Auslan with other sign

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with other sign languages.	language to identify similarities and differences. 2.3. Communicate simple and direct limited routine information using features of the other sign language or using features of International Sign.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION
Reading skills to:	• interpret unfamiliar information of varying complexity.
Writing skills to:	• produce notes, summarise and record information in basic documents such as information sheets, portfolios and files.
Technology skills to:	• use a computer, keyboard and the Internet to search for information.

Unit Mapping Information

No equivalent unit

Links

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Assessment Requirements for PSPLAN009 Compare other sign languages to Auslan

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, and:

- complete a written, verbal or Auslan signed report providing details of:
  - the purposes and importance of two formal international events operated for or by the Deaf community
  - different linguistic and visual communication methods that can be modified and used to facilitate communication between signers who use different languages
  - the advantages and disadvantages of each method
  - similarities and differences between Auslan and one other sign language at an overview level including sign classes, sign order and basic grammatical structures
  - the use of International Sign
- watch two different recorded texts, in sign languages other than Auslan, about predicable every day matters and, for each text, identify:
  - three points about the information signed
  - signs that are similar to those in Auslan
  - sign order that is similar to that used in Auslan
  - three structural similarities to Auslan
- produce and deliver one prepared text, lasting for a maximum of two minutes, using basic features of a sign language other than Auslan or basic features of International Sign, which contains information about familiar concrete and everyday matters relevant to the immediate environment.

During the delivery of the non-Auslan text, the individual can:

- correct and repeat own signed text twice
- frequently pause, hesitate, repeat features, and isolate signs and phrases
- frequently rely on fingerspelling of words, gesture, and other visual communication methods to communicate.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

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- circumstances where Deaf communities who use different sign languages meet, including formal situations:
  - international conferences, seminars and meetings
  - World Federation of the Deaf Congress and Deaflympics
  - international sporting and religious events
- the function of International Sign (IS) at international events
- an overview of International Sign features and how signers negotiate meaning when using IS
- linguistic and visual communication methods used between Deaf people using different sign languages and advantages and disadvantages of using:
  - signs common to the two languages
  - elements of depiction
  - signs borrowed from other languages and identified as part of the International Sign lexicon
  - non-manual features
  - fingerspelling
  - mime
  - gesture
  - facial expression
- for the researched sign language, an overview of linguistic features:
  - fingerspelling and number systems, conventions for use
  - sign classes
  - sign order
  - parameters of signs - hand shape, orientation, movement, location; non-manual features and how these are used for modification
  - types of verbs
  - use of space
  - role shift (constructed action) conventions
  - time, including tense and aspect
- how these linguistic features are similar to or differ from Auslan.

Assessment Conditions

Signing skills can be demonstrated:

- face-to face or via electronic media
- via filmed media.

Rooms used for assessment must be sufficiently quiet and have appropriate lighting and seating configuration to allow optimum visual and aural access for signing.

Assessment must ensure use of:

- computers and the Internet to search for information
- recorded texts, in sign languages other than Auslan, about predicable every day matters.

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Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors, and hold a qualification or Statement of Attainment which includes the unit PSPLAN012 Converse in Auslan at a proficient user level or demonstrate competency equivalent to that unit, and provide evidence of at least five years' experience in interacting with the Deaf community.

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PSPLAN010 Communicate with Deafblind people

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to interact with Deafblind people using Deafblind protocols and to use tactile or visual frame Auslan for basic conversations.

It requires the ability to develop knowledge about deafblindness and the main types of manual communication used by Deafblind people.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Languages other than English - Auslan

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Source information on deafblindness and forms of communication used by Deafblind people.	1.1. Identify the four main categories of deafblindness. 1.2. Identify common causes of deafblindness to gain a better understanding of the condition. 1.3. Distinguish between the terms deafblindness and Deafblindness and the customary correct use by the Deaf community. 1.4. Obtain information on current adaptive technology available to people with deafblindness. 1.5. Identify the main types of manual communication used by Deafblind people.

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2. Use basic Deafblind manual communication methods.	2.1. Use appropriate protocols for discussions with Deafblind people. 2.2. Use Deafblind fingerspelling and numbering for basic interactions. 2.3. Use tactile or visual frame Auslan for basic spontaneous interactions.
3. Assist with a deafblind person's mobility.	3.1. Use sighted guide methods to assist a deafblind person. 3.2. Sign visual descriptions to assist the deafblind person. 3.3. Appropriately seat a deafblind person and consider their field of vision for communication. 3.4. Assist a deafblind person to negotiate obstacles and manage the visual environment according to appropriate method.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION
Reading skills to:	• interpret unfamiliar information of varying complexity.
Problem-solving skills to:	• ask for repetition of signing and clarification of meaning when signed texts are not fully comprehended.

Unit Mapping Information

No equivalent unit

Links

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Assessment Requirements for PSPLAN010 Communicate with Deafblind people

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, and:

- complete a written, verbal or Auslan signed report to include:
  - explanations of two types of deafblindness and two impacts of deafblindness
  - customary definitions of:
    - Deafblindness
    - deafblindness
    - visual impairment
    - dual sensory loss
  - purpose of two different types of adaptive technology available to deafblind people and how these are used to assist communication
  - purpose of five different types of manual communication used by Deafblind people and how these are used to assist communication
- on two occasions, guide a person from one location to another, over a short distance, and sign visual descriptions that:
  - map the structure of the area
  - provide information on aesthetics of the environment
- participate in two different spontaneous tactile or visual frame Auslan exchanges with one other signer each lasting for a maximum of three minutes:
  - during the above spontaneous exchanges, engage in conversation about a narrow range of concrete topics relevant to the immediate environment.

During each exchange, the individual can:

- ask the signer to repeat signed text once, twice when fingerspelling is involved
- ask for assessor clarification once
- correct and repeat own signed text once
- show idiosyncrasies in sign production but only those that do not obscure the meaning
- only infrequently pause, hesitate and repeat features.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

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- the four main categories of deafblindness:
  - born deafblind (congenital deafblindness)
  - born or early life deaf, with acquired vision loss
  - born or early life blind, with acquired hearing loss
  - acquired vision and hearing loss later in life
- common causes of deafblindness to include:
  - Usher Syndrome
  - Rubella
  - CHARGE syndrome
  - premature birth
  - age-related hearing and vision loss
- how deafblindness impacts on people to include impacts on:
  - day-to-day living
  - communication
  - education
  - self-identify
- terms and labels related to deafblindness, their general meaning and customary use in the community:
  - Deafblindness or deafblindness
  - visual impairment
  - dual sensory loss
- adaptive technology available to deafblind people and how these are used:
  - computers
  - environmental alarms
  - braille output
- types of manual communication for Deafblind people and when these methods would be used:
  - Deafblind or tactile fingerspelling and numbering
  - tactile Auslan (hand over hand signing)
  - Tadoma
  - visual framing
  - close frame
  - block alphabet
  - print on palm and print on back
  - oral or aural technology
  - communication books
  - social haptic communication
- how Auslan may vary in use between people who are Deaf and Deafblind including choice of signs
- appropriate Deaf protocols for discussions with deafblind people including those for:

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  - getting attention
  - making initial physical contact for tactile communications
  - identifying communication comfort zones and maintaining prolonged physical contact
  - leaving a deafblind person
- terms related to guiding a Deafblind person, how these are signed and used when guiding:
  - hold elbow
  - hand on shoulder
  - guide hand
- sighted guide methods used to assist a deafblind person and protocols for using these, to include:
  - initial approach and introduction
  - avoiding objects
  - assisting with seating
  - negotiating obstacles including stairs, doorways, lifts, escalators, narrow passages and pathways
  - assisting with managing the visual environment, especially distractions from communications
- types of visual descriptions, how these are signed and used when interacting with a Deafblind person, to include:
  - identifying who is present
  - identifying people who arrive or leave
  - describing visual information about people’s facial expressions, emotional reactions
  - 'mapping' the structure of a room
  - describing the aesthetics of the environment.

Assessment Conditions

Signing skills can be demonstrated:

- face-to face or via electronic media
- via filmed media.

Rooms used for assessment must be sufficiently quiet and have appropriate lighting and seating configuration to allow optimum visual and aural access for Auslan exchanges.

Assessment must ensure use of proficient Deaf tactile signers to participate in any tactile Auslan exchanges.

Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors, and hold a qualification or Statement of Attainment which includes the unit PSPLAN012 Converse in Auslan at a proficient user level or demonstrate competency equivalent to that unit, and provide evidence of at least five years’ experience in interacting with the Deaf community.

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PSPLAN011 Take notes for Deaf, hard of hearing and Deafblind people

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to act as a note taker for Deaf, hard of hearing and Deafblind people.

It requires the ability to negotiate requirements and agreements for note taking, record notes that are appropriate to Deaf clients' needs, evaluate the effectiveness of the notes with the client and present notes of an agreed quality and format.

This unit applies to individuals who record notes for a variety of purposes which might include those for training and education, mediation, counselling, court appearances and medical treatment. They work independently or under limited supervision and guidance from others, using discretion and judgement to manage client services.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Languages other than English - Auslan

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Communicate effectively with Deaf, hard of hearing and Deafblind clients.	1.1. Determine extent of client hearing and or sight loss, effects on clients and their specific communication needs. 1.2. Communicate with clients according to individual needs, ethical and culturally acceptable practices.

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2. Prepare to take notes for Deaf, hard of hearing and Deafblind clients.	2.1. Explain the role of note taker to client and others involved in client service provision. 2.2. Discuss, with clients, purpose of notes, requirements for format and depth of information and agree to specific note taking requirements. 2.3. Discuss and arrange note taking services, seating and technology requirements with other service providers. 2.4. Identify and source relevant technology and other resources required for notetaking purpose and format. 2.5. Complete any required topical research prior to notetaking according to clients' needs.
3. Take and present clear, concise client notes.	3.1. Maintain own comfort and safety throughout service provision to avoid repetition injuries associated with note taking. 3.2. Assess and adapt to note taking environment to ensure quality of notes taken. 3.3. Use methods and supporting technology to take and present quality notes which meet Deaf or Deafblind client needs. 3.4. Ensure notes provide a true record of the content, discussion and instructions expressed by speakers. 3.5. Present clear, coherent, accurate and legible notes in agreed format.
4. Evaluate notetaking services.	4.1. Review service outcomes against client expectations and confirm client satisfaction with notes. 4.2. Clarify information and adjust notes, as required. 4.3. Review interaction with client and evaluate own performance. 4.4. Adapt communication and note taking methods to improve future service provision.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION
Reading skills to:	• interpret unfamiliar and detailed documents used by speakers which may include complex ideas and concepts.
Numeracy skills to:	• interpret and record subject matter relating to numerical

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	concepts.
Self-management skills to:	• recognise and adapt to own literacy, numeracy and subject matter knowledge limitations.
Problem-solving skills to:	• adapt note taking to client's needs to facilitate understanding.

Unit Mapping Information

No equivalent unit

Links

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Assessment Requirements for PSPLAN011 Take notes for Deaf, hard of hearing and Deafblind people

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit in the context of the job role, and:

- communicate effectively with Deaf and Deafblind clients according to Deaf community protocols
- take notes for three different clients on three different subject matters
- take notes in three different environments
- present clear, concise, accurate notes to the three clients in a format that specifically meets the needs of Deaf or Deafblind clients.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- terms and labels related to Deafness, Deafblindness and their general meaning and customary use in the Deaf community:
  - Deaf or deaf
  - Deafblind or deafblindness
  - hearing-impaired
  - hard-of-hearing
  - hearing
  - visual impairment
- different communication needs of Deaf and Deafblind people according to different degree of hearing and sight loss
- effective and culturally acceptable methods used by hearing people to communicate with Deaf and Deafblind people
- ethical considerations for note takers:
  - use of discriminatory actions and words versus inclusive terms
  - principles of access and equity, empowerment and disempowerment for Deaf, hard of hearing or Deafblind people
- principles and practices of professional conduct for note takers, to include:
  - confidentiality
  - impartiality

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  - unobtrusiveness
  - appropriate attire
  - timeliness
- basic provisions of the local state or territory Privacy Act, associated regulations, codes and guidelines that apply to maintaining client records and confidentiality of information collected via the note taking process
- parameters of the role of note takers, to include:
  - negotiating client service needs according to different degree of hearing and sight ability
  - discussing and arranging note taking services, seating and technology requirements with other service providers
  - providing assistance with mobility needs of Deafblind people
  - recording and presenting notes which do not express personal opinion or comments
- environmental factors that can assist or detract from quality of notes taken and how to adapt to these:
  - room size, layout and seating configuration
  - light
  - noise
  - distractions from other people present
- features and operation of resources used for note taking and presentation of notes:
  - voice recorders
  - cameras
  - laptop computers and tablets
- methods used to take and present accurate and quality notes and why these are important:
  - active listening
  - keeping pace with speakers
  - heeding verbal and non-verbal cues
  - use of white space - margins, borders, spare lines
  - use of space to separate points visually and to indicate missed information
  - structuring notes with headings, key points, examples, references, definitions
  - paraphrasing information and recording examples discussed
  - recording key words and using emphasis to highlight important information
  - recording questions and answers
  - using accurate spelling, abbreviations and acronyms for subject specific terminology
  - avoiding ambiguity and making judgements on what is and isn’t important to ensure all content is clearly recorded
  - noting what is heard and what is seen
  - collecting supporting information from speakers; this can include instructions, handouts, copies of audio visual presentations
  - presenting notes which are clear, coherent, accurate and legible.

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- methods of recording and formatting notes to meet the specific needs of Deaf and Deafblind clients whose primary language is Auslan:
  - using visual symbols and diagrams to assist client's understanding of English notes
  - structuring notes by mainly using diagrams to replace English words and sentences
  - targeting English expression for those who use English as a second language - using short sentences, Plain English and dot points
  - using tables
  - using big font for Deafblind clients
- health and safety risks specific to the note taking role and methods used to manage these:
  - ensuring posture, seating, working height and layout does not cause injury
  - using breaks and pause exercises to avoid repetitive strain injuries.

Assessment Conditions

Skills must be demonstrated in a note taking client service environment. This can be:

- a note taker’s place of service delivery, or
- a simulated workplace within a training organisation.

Rooms used for assessment must be sufficiently quiet and have appropriate lighting and seating configuration to allow optimum visual and aural access for the note taker.

Assessment must ensure use of:

- Deaf, hard of hearing or Deafblind clients who have different note taking requirements and for whom the individual provides note taking services; these can be:
  - actual clients, or
  - clients (“models”) in a simulated workplace within a training organisation
- other service providers with whom the note taker can interact; these can also be people involved in simulations
- activities that require the individual to work with commercial speed, timing and productivity to take accurate notes and present these within designated client timeframes
- electronic devices on which notes can be recorded which can include voice recorders, cameras, laptop computers and tablets
- other note taking resources which can include note pads, pens, highlighting pens.

Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors; and have three years’ experience in note taking for clients, and during that time have completed at least six assignments for Deaf or Deafblind people.

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PSPLAN012 Converse in Auslan at a proficient user level

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to communicate in Auslan fluently and spontaneously across a wide range of subjects. Communication may take place in any situation including personal, public, social, employment and educational domains.

This unit aligns to an adaptation, for sign languages, of the Common European Framework of Reference for Languages (CEFR), CI: Proficient User.

This is an Auslan signer who can:

- understand a wide range of demanding, long texts, and recognise implicit meaning
- express him or herself fluently and spontaneously without much obvious searching for expressions
- use language flexibly and effectively for social, academic and professional purposes
- produce clear, well-structured, detailed text on complex subjects, showing controlled use of organisational patterns, connectors and cohesive devices.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Languages other than English - Auslan

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*

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1. Comprehend demanding signed text and recognise implicit meaning.	1.1. Infer attitude, mood and intention of signed texts from contextual, grammatical and lexical cues. 1.2. Extract information from recorded Auslan texts including some non-standard usage and identify finer points of detail including implicit attitudes. 1.3. Comprehend complex technical information and instructions and specifications provided in Auslan. 1.4. Follow, easily, complex live interactions between proficient or native signers even on abstract or unfamiliar topics.
2. Process vocabulary and grammar for demanding signed exchanges.	2.1. Use and show command, but with occasional minor slips, of a broad vocabulary repertoire of signs including idiomatic expressions and colloquialisms. 2.2. Maintain a high degree of signed grammatical accuracy with rare errors so that meaning and questions are understood.
3. Present in Auslan on complex subjects.	3.1. Give clear well-structured signed presentations on complex subjects. 3.2. Communicate significant information with supporting points of view, rationale and examples. 3.3. Handle interjections and a series of follow-up questions, in Auslan, effortlessly and spontaneously.
4. Engage in spontaneous Auslan conversations on complex subjects.	4.1. Initiate, maintain and close extended face-to-face conversations on complex topics. 4.2. Pronounce signs clearly and naturally with varied intonation to express finer shades of meaning. 4.3. Converse fluently, spontaneously and almost effortlessly, only rarely pausing and hesitating. 4.4. Follow, in detail, abstract and complex topics signed by proficient or native speakers and occasionally confirm details. 4.5. Ask follow-up questions to check understanding of what other signer has said and to clarify ambiguous points.

Foundation Skills

Foundation skills essential to performance are explicit in the performance criteria of this unit of competency

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Unit Mapping Information

No equivalent unit

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Assessment Requirements for PSPLAN012 Converse in Auslan at a proficient user level

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, and:

- watch two different recorded demanding Auslan texts, including some non-standard usage, about abstract complex subjects and, for each text, identify the finer points of the discussion and signer's attitude
- watch two different live conversations between proficient or native signers about abstract complex subjects and, for each conversation, describe the overall content and three points raised
- produce two different prepared Auslan texts which contain vocabulary of an abstract nature, including idiomatic expressions and colloquialisms, to provide information about abstract complex subjects involving opinions and options:
  - participate in one Auslan exchange to deliver one of the prepared texts simultaneously to two other signers, lasting for a maximum of ten minutes
  - participate in one different Auslan exchange to simultaneously deliver the other prepared text to four other signers, lasting for a maximum of ten minutes
- participate in one abstract complex spontaneous Auslan exchange with one other signer lasting for a maximum of ten minutes
- participate in one different abstract complex spontaneous Auslan exchange with four other signers simultaneously, lasting for a maximum of ten minutes
- during the above two spontaneous exchanges, engage in conversation about a range of abstract complex topics
- during all of the above exchanges:
  - cumulatively use the range of Auslan linguistic features listed in Knowledge Evidence, with consistency and flexibility
  - comprehend and produce Auslan texts delivered at a conversational pace
  - use fingerspelling appropriately in conversation, produce technical and specialised words smoothly almost all the time and vary fingerspelling speed
  - show interactional strategies such as nodding, responding signs (back channels) and facial expression to show interest, attention and attitude
  - vary signing speed and style
  - produce and comprehend vocabulary that is specialised or includes colloquialisms
  - modify the register

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- produce depicting signs near or with other complex features of Auslan such as role shift (constructed action) and gesture
- recognise both obvious and less obvious opportunities for role shift (constructed action) independently
- use some body partitioning so that two roles can be represented at once
- use space to distinguish people, places or ideas in the signing space
- keep track of a few referents in space and refer back to them
- use pronouns effectively
- produce texts which are cohesive overall, and incorporate role shifting and depicting signs when appropriate
- show limited inappropriate influence from English (word order and mouthing) when using Auslan.

During all exchanges, the individual can:

- ask the signer to repeat signed text once, twice when fingerspelling is involved
- show idiosyncrasies in sign production but only those that do not obscure the meaning
- pause, hesitate and repeat features but only rarely
- rely on fingerspelling of English words, some gestures, and other visual communication methods to communicate but only rarely.

Knowledge Evidence

Knowledge of Auslan linguistic features required to converse in Auslan at a proficient user level, as described in elements and performance criteria of this unit:

- Auslan signs:
  - a broad range of Auslan signs including technical, idiomatic and colloquial signs
- fingerspelling:
  - how it is processed, produced and conventionally used by proficient signers
  - patterns to assist with processing
  - technical and specialised words used in highly complex interactions
  - a range of fingerspelled words used by signers who use other styles and dialects
- numbers:
  - common signs that incorporate numbers (IN-40-YEARS etc.) and the variable conventions for different forms of signs
- time, tense and aspect:
  - timelines used in complex forms; deictic, anaphoric, and sequence timelines and how to use these flexibly
  - how to modify a broad range of verbs for most forms of aspect
  - how to work out time from both context and signs
- depicting signs:
  - a broad range of entity depicting signs for objects with complex locations and movements

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    - a broad range of handling depicting signs for objects of most shapes with a range of movements such as giving, putting, touching and taking
    - size and shape specifiers (SASSes) for a broad range of objects with two and three dimensional shapes
    - how to use enactment instead of depicting signs
    - how to show complex spatial arrangements and depictions
- role shift (constructed action):
    - features of role shift (constructed action) used by proficient users of Auslan:
        - using expressions more, rather than relying on shifting body to make character clear
        - using body partitioning so that two roles can be represented at once
- use of space:
    - indexing for pronouns or locations for cohesion across whole narratives
    - how to flexibly modify a broad range of indicating verbs for actor and undergoer across sentences.
- sentence structure and cohesion:
    - how to structure statements in the affirmative or negative using various word orders, appropriate verbs and NMFs
    - a variety of sentence types and structures using topicalisation, imperatives, conditionals using signs (IF, SUPPOSE etc.), a broad range of conjunctions, list buoys for complex lists and NMFs
    - NMF markers that show a shift and a pause
    - how to form rhetorical questions including correct use of NMFs
- discourse management:
    - how to choose and vary signs, phrasing and visual communication methods to match the topic and setting of the discourse, and according to the Auslan proficiency of other participants
    - discourse markers
    - methods used to manage turn-taking, politeness, feedback and clarification throughout the discourse.

Assessment Conditions

Auslan skills can be demonstrated:

- face-to face or via electronic media
- via filmed media.

Rooms used for assessment must be sufficiently quiet and have appropriate lighting and seating configuration to allow optimum visual and aural access for Auslan exchanges.

Assessment must ensure use of:

- recorded demanding Auslan texts, including some non-standard usage, about abstract complex subjects
- proficient Deaf signers who participate in Auslan exchanges.

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Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors, and hold a qualification or Statement of Attainment which includes the unit PSPLAN012 Converse in Auslan at a proficient user level or demonstrate competency equivalent to that unit, and provide evidence of at least five years' experience in interacting with the Deaf community.

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PSPLAN013 Analyse the semantics and sociolinguistics of Auslan

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to identify and analyse the structure of Auslan through comparisons of sign and word meanings, sociolinguistic variation, metaphor, euphemisms and taboo signs. It also requires the ability to analyse the standardisation of Auslan.

This knowledge of the semantics and sociolinguistics of Auslan underpins competence in the use of Auslan.

This unit applies to individuals who have already achieved a broad range of Auslan skills and are now progressing towards the achievement of additional skills to converse as proficient users of Auslan.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Languages other than English - Auslan

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Analyse sign and word meanings in Auslan and English.	1.1. Compare the lexicon of Auslan and English in terms of size and function. 1.2. Investigate examples of signs in Auslan and words in English that have a matching citation sign and lexical word but no semantic equivalence. 1.3. Identify the concept of semantic equivalence in terms of clauses, rather than words. 1.4. Relate this equivalence to the concepts of literal versus free

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	interpretation.
2. Evaluate the impact of particular social factors on linguistic variation.	2.1. Evaluate various factors that affect linguistic choices Auslan signers and English speakers make. 2.2. Identify how language can vary depending on various factors.
3. Analyse the use of non-literal devices in Auslan.	3.1. Identify examples of metaphor in English and Auslan. 3.2. Observe how Auslan uses metaphors in order to make iconic signs. 3.3. Examine words in English and signs in Auslan which may be considered taboo by some people. 3.4. Define the meaning of euphemism and why speakers and signers use euphemism.
4. Identify issues in the standardisation of Auslan.	4.1. Define standardisation of language to understand how dialects affect languages and linguistic choices. 4.2. Analyse factors which influence the standardisation of languages in general. 4.3. Analyse factors which influence the standardisation of sign languages. 4.4. Determine advantages and disadvantages of standardising Auslan.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed *here, along with a brief context statement.*

SKILLS	DESCRIPTION
Reading skills to:	• interpret unfamiliar information of varying complexity.
Communication skills to:	• produce short Auslan texts to demonstrate understanding of semantic equivalence, and use of metaphor and euphemism.

Unit Mapping Information

No equivalent unit

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Assessment Requirements for PSPLAN013 Analyse the semantics and sociolinguistics of Auslan

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, and:

- complete a written, verbal or Auslan signed report to include:
  - five examples of signs in Auslan and words in English that have a matching citation sign and lexical word but no semantic equivalence
  - an evaluation of five factors that affect the linguistic choices Auslan signers and English speakers make; to include social and contextual factors
  - definitions of metaphor and euphemism and how these are used to enrich communication
  - examples of four taboo words or signs and evaluation of why these may cause offence
  - arguments for and against standardisation of Auslan
- watch a proficient or native Auslan signer deliver a live text, which can be deliberately delivered at a moderate speed, and identify:
  - use of semantic equivalence
  - use of non-equivalent semantics between English and Auslan
  - use of metaphor
  - use of euphemism
- produce and deliver different three Auslan texts, each lasting for a maximum of three minutes, that cumulatively use:
  - semantic equivalence
  - non-equivalent semantics between English and Auslan
  - metaphor
  - euphemism.

During the delivery of the texts, the individual can:

- ask for assessor clarification twice
- correct and repeat own signed text twice
- show idiosyncrasies in sign production
- pause, hesitate and repeat signs
- communicate meaning using signed sentences without presenting a text which is cohesive overall.

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Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- word classes and word order in English
- sign classes and sign order in Auslan
- common morphological and syntactic structures In English and Auslan
- the meaning of metaphor and reasons why people use metaphor in spoken and signed languages
- how Auslan uses metaphor to make iconic signs
- a range of English words which might be considered taboo in Auslan
- the meaning of euphemism and reasons why people use euphemism in spoken and signed languages
- various factors that affect the linguistic choices Auslan signers and English speakers make:
  - personal factors:
    - age
    - school attended
    - gender
    - religion
    - educational background; level and type of education
    - language of family
    - age at which learnt to sign (native and non-native signers)
    - whether signer was fluent in another language prior to learning Auslan
  - contextual factors:
    - location or circumstance of communication – school, work, church, medical, legal
    - how many people are involved in the communication; one, two or more than two
    - belonging to a particular subgroup within the Deaf community, especially the Deafblind community
    - need to adjust signing to communicate with less proficient signers, signers using different dialects, signers of different ages and genders
- factors which may affect the standardisation of languages in general and sign languages in particular
- advantages of standardising Auslan to include:
  - teaching and use of standardised signs for ease of communication
  - easier production of standardised teaching resources
  - ease of communication between Deaf people, rather than idiomatic varieties causing communication barriers outside a small circle of users
- disadvantages of standardising Auslan to include:
  - barriers to personal use of regional or group dialects
  - loss of ownership by Deaf people and individual communities
  - difficulty in standardising a language with no written form.

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Assessment Conditions

Auslan skills can be demonstrated:

- face-to face or via electronic media
- via filmed media.

Rooms used for assessment must be sufficiently quiet and have appropriate lighting and seating configuration to allow optimum visual and aural access for Auslan signing.

Assessment must ensure the use of proficient Deaf signers who participate in Auslan signing.

Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors, and hold a qualification or Statement of Attainment which includes the unit PSPLAN012 Converse in Auslan at a proficient user level or demonstrate competency equivalent to that unit, and provide evidence of at least five years' experience in interacting with the Deaf community.

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PSPLAN014 Convey information between Auslan and English

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to informally convey information between Auslan signers and English speakers in both directions.

It requires the ability to convey a summary of original communications in informal and unplanned situations where Auslan and English users interact. It also requires the ability to explain information recorded in Auslan and English.

Completing this unit will not provide the skills to work as an Auslan interpreter. It applies to individuals who are both proficient users of Auslan and English and who are called upon to informally bridge a communication gap.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Languages other than English - Auslan

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Facilitate communication between Auslan and English speakers.	1.1. Distinguish role in assisting communication from that of interpreting, and recognise situations when a professional interpreter is required. 1.2. Extract essential information from signed text and spoken English. 1.3. Convey a summary of the original utterance to assist communication. 1.4. Facilitate questions and answers between parties. 1.5. Use a range of techniques to assist parties to

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	communicate and maintain flow of communication. 1.6. Use clear expression in both English and AusIan appropriate to the context and relevant to the conversation.
2. Explain recorded messages.	2.1. Extract essential information from recorded Auslan and English texts. 2.2. Explain the key themes and gist of the information. 2.3. Summarise the gist of any opinions and options provided in the original utterance.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION
Communication skills to:	• ask open and closed probe questions and actively listen to clarify information from others.
Problem-solving skills to:	• recognise miscommunications and take steps to resolve.

Unit Mapping Information

No equivalent unit

Links

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Assessment Requirements for PSPLAN014 Convey information between Auslan and English

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, and:

- convey information between one proficient Deaf Auslan signer and one English speaker during two different spontaneous exchanges, each lasting for a maximum of three minutes
- during those exchanges, cover topics that involve both abstract and concrete issues
- summarise, in English, one recorded Auslan text, lasting for a maximum of two minutes, about subjects involving opinions and options
- summarise in Auslan, one recorded English text, lasting for a maximum of two minutes, about subjects involving opinions and options.

During the exchanges, the individual can:

- ask the signer to repeat components of signing, to a maximum of three repeats during each exchange
- show idiosyncrasies in sign production but only those that do not obscure the meaning
- only rarely pause, hesitate and repeat features
- only rarely rely on fingerspelling of English words, some gestures, and other visual communication methods to communicate.

Knowledge Evidence

Demonstrated knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- difference between proficiency in a language and proficiency as an interpreter
- techniques used to assist parties to communicate, including:
  - opening and concluding a discussion
  - using verbal and non-verbal responses
  - rephrasing statements
  - asking for clarification
  - using appropriate vocabulary, idioms and colloquialisms to convey information
  - explaining interruptions or necessity to move into the other language
  - using sequence and structure
- techniques and protocols for summarising recorded texts to provide:
  - introduction, overall summary

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  - main points in a logical sequence
  - accurate information
- factors that affect linguistic choices when conveying information between Auslan and English:
  - the context
  - age and gender of parties communicating
  - level of language proficiency of Auslan signers and English speakers
  - importance of the information to each party.

Assessment Conditions

The Auslan signer and English speaker conveying information between other parties or from recorded texts must be in an environment where they have physical and visual access to other parties.

Skills can be demonstrated:

- face-to face or via electronic media
- via filmed media.

Rooms used for assessment must be sufficiently quiet and have appropriate lighting and seating configuration to allow optimum visual and aural access for communication exchanges.

Assessment must ensure use of:

- recorded Auslan and English texts about subjects involving opinions and options
- English speakers who participate in communications
- proficient Deaf signers who participate in Auslan exchanges.

Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors, and hold a qualification or Statement of Attainment which includes the unit PSPLAN012 Converse in Auslan at a proficient user level, or demonstrate competency equivalent to that unit, and have at least five years' experience in using Auslan, and provide evidence of at least five years' experience in interacting with the Deaf community.

Links

Companion Volume Implementation Guide - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPLAN015 Research the role of an Auslan interpreter

Modification History

Not applicable.

Application

This unit describes the performance outcomes, skills and knowledge required to investigate requirements for sign language interpreting. It requires the ability to identify the role and boundaries of sign language interpreters, qualifications, codes of ethics and quality assurance certification which apply.

Completing this unit will not provide the skills to work as an Auslan interpreter but allows those who are interested in becoming an Auslan interpreter to research requirements.

No occupational licensing, certification or specific legislative requirements apply to this unit at the time of publication.

Pre-requisite Unit

Nil

Competency Field

Languages other than English - Auslan

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	*Performance criteria describe the performance needed to demonstrate achievement of the element.*
1. Investigate the role of a sign language interpreter.	1.1. Distinguish between interpreting and translating. 1.2. Identify different contexts in which sign language interpreting occurs. 1.3. Identify commonly used terminology that distinguishes sign language interpreting from spoken language interpreting. 1.4. Use appropriate terminology relating to languages and their transfer in

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	interpreting. 1.5. Identify the role of the interpreter and appropriate behaviour and boundaries. 1.6. Obtain information on codes of ethics for sign language interpreters.
2. Identify requirements for Auslan interpreting.	2.1. Distinguish between consecutive and simultaneous sign language interpreting. 2.2. Identify environmental factors that can assist or detract from quality interpretation. 2.3. Identify common protocols for interpreting.
3. Identify employment opportunities and conditions for Auslan interpreters.	3.1. Research current employment opportunities and conditions for Auslan interpreters. 3.2. Identify qualification and quality assurance certification requirements, and professional development opportunities. 3.3. Identify the specific work health and safety implications for sign language interpreting.

Foundation Skills

Foundation skills essential to performance in this unit, but not explicit in the performance criteria are listed here, along with a brief context statement.

SKILLS	DESCRIPTION
Reading skills to:	• interpret unfamiliar information of varying complexity.
Writing skills to:	• produce notes, summarise and record information in basic documents such as information sheets, portfolios and files.
Communication skills to:	• ask open and closed probe questions and actively listen to clarify information from others.
Technology skills to:	• use a computer, keyboard and the Internet to search for information.

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Unit Mapping Information

No equivalent unit

Links

Companion Volume Implementation Guide - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPLAN015 Research the role of an Auslan interpreter

Modification History

Not applicable.

Performance Evidence

Evidence of the ability to complete tasks outlined in elements and performance criteria of this unit, and:

- source and document information on a range of available jobs for Auslan interpreters to include job descriptions, employment or contract conditions, required qualifications and quality assurance certification
- research information on industry codes of ethics and provide a broad summary of requirements in a written, verbal or Auslan signed report
- complete a written, verbal or Auslan signed report to include:
  - definitions of key terminology for Auslan interpreting
  - how and why groups of interpreters work together in the Auslan context
  - environmental considerations for Auslan interpreting
  - three different contexts in which Auslan interpreters work and different requirements for each.

Knowledge Evidence

knowledge required to complete the tasks outlined in elements and performance criteria of this unit:

- a broad overview of the relationship between interpreters and the Deaf community
- the meaning of the following terminology:
  - translating and interpreting and the differences between the two
  - consecutive and simultaneous interpreting and the differences between the two
  - tandem and group interpreting
  - source language
  - target language
  - dominant language
- different contexts in which Auslan interpreters provide services and an overview of different interpreting requirements which apply
- environmental factors that can assist or detract from quality Auslan interpretation and how to adapt to these:
  - room size, layout and seating configuration
  - light

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  - noise
  - distractions from other people present
- employment or contract opportunities and conditions which apply:
  - key employers and types of positions, including agencies and booking offices
  - contract opportunities - full time, part time, freelance
  - typical salaries and allowances
  - qualifications and quality assurance certification required
  - team interpreting roles
- principles and practices of professional conduct for interpreters, to include:
  - confidentiality
  - impartiality
  - unobtrusiveness
  - appropriate attire
  - appropriate introduction with both clients
  - pre assignment interview
  - professional relationships
- the existence of the Australian Sign Language Interpreters' Association (ASLIA) Code of Ethics and a broad overview of ethical requirements that apply to sign language interpreters
- qualifications available to Auslan interpreters at a vocational and higher educational level
- a broad overview of the role the National Accreditation Authority for Translators and Interpreters (NAATI) and key points about services it provides to maintain high standards for interpreters
- professional development opportunities for interpreters and how these assist in skill and career development:
  - membership of professional associations
  - mentoring and work experience
  - attending conferences.
- work health and safety risks specific to the Auslan interpreter role and methods used to manage these.

Assessment Conditions

Assessment must ensure use of:

- computers and the Internet to search for information
- hard copy or online resources about:
  - employment conditions
  - qualifications available to Auslan interpreters
  - quality assurance certification
  - professional development opportunities
  - codes of ethics.

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Assessors must satisfy the Standards for Registered Training Organisations requirements for assessors, and:

- have at least three years' experience as an Auslan interpreter, or
- have at least three years' experience in interacting with the Deaf community and Auslan interpreters.

Links

Companion Volume Implementation Guide - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPLEG001 Comply with legislation in the public sector

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPLEGN301B Comply with legislation in the public sector. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to identify and comply with legislative requirements and report non-compliance.

This unit applies to those working in generalist or specialist work activities where it is essential to identify, understand and comply with the legislative environment within which they work.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work under supervision while performing routine tasks in range of familiar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Legislation and compliance

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Identify legislative requirements	1.1 Access legislation and guidelines relating to the workplace. 1.2 Identify key requirements of relevant legislation and confirm with senior staff. 1.3 Confirm understanding of requirements of legislation and ensure consistency of interpretation and application. 1.4 Clarify the way various pieces of legislation are integrated to provide a legislative framework. 1.5 Seek advice when conflicting legislative directives are found.
2. Comply with legislative requirements	2.1 Carry out work practices. 2.2 Review own conduct and use feedback from others to confirm continuing compliance.
3. Report incidents of non-compliance	3.1 Raise possible breaches of legislation with an authorised person or body. 3.2 Identify and address inadequacies in workplace procedures that contribute to non-compliance.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance :

1	2	**3**	4	5	1	2	3	**4**	5	1	2	**3**	4	5	1	2	**3**	4	5	1	2	3	4	5
Learning					Reading					Writing					Oral communication					Numeracy NA					

Performance variables

1	**2**	3	4	5	1	2	**3**	4	5	1	2	**3**	4	5	1	2	**3**	4	5
Support					Context					Text complexity					Task complexity				

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Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to PSPLEGN301B Comply with legislation in the public sector.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPLEG001 Comply with legislation in the public sector

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. The candidate must demonstrate evidence of performance of the following on at least one occasion.

- undertaking research, evaluation and self-assessment
- reading complex and formal documents to identify inappropriate conduct
- communicating with others involving exchanges of complex oral and written information
- using technology to access legislative requirements

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- full range of legislation relating to the public sector, including WHS, and the key requirements of each
- public sector ethics and codes of conduct
- principles of equal employment opportunity, equity and diversity
- organisational processes for responding to legislative issues

Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

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Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPLEG002 Encourage compliance with legislation in the public sector

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPLEGN401A Encourage compliance with legislation in the public sector. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to encourage colleagues in the workplace to comply with legislation. It includes assisting others to comply with legislative requirements, and taking action on non-compliance.

This unit applies to those working in generalist or specialist work activities where they need to identify, understand and comply with the legislative environment within which they work.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit may be working independently with some supervisory responsibilities while performing complex tasks in familiar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Legislation and compliance

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Assist others to comply with legislative requirements	1.1 Maintain knowledge of the range of legislation and guidelines relating to the public sector workplace to ensure currency. 1.2 Confirm and convey to others the way various pieces of legislation are integrated to provide a legislative framework and the key requirements of each piece of legislation. 1.3 Use own work practices and procedures to provide a consistent model of compliance with legislative requirements. 1.4 Identify and convey to others the consequences of non-compliance with public sector legislation. 1.5 Assist others to locate and access information on legislation and guidelines and to identify and obtain advice on conflicting legislative requirements.
2. Act on non-compliance	2.1 Identify actions that might constitute breaches of legislation and discuss with others. 2.2 Act upon possible breaches of legislation or refer promptly to an authorised person. 2.3 Report and address inadequacies in workplace procedures which contribute to non-compliance.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

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ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning					Reading					Writing					Oral communication					Numeracy NA					

Performance variables:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to PSPLEGN401A Encourage compliance with legislation in the public sector.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPLEG002 Encourage compliance with legislation in the public sector

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. The candidate must demonstrate evidence of performance of the following on at least one occasion.

- accessing and reading complex and formal documents
- administering legislative requirements
- exercising discretion
- communicating with others involving exchanges of complex oral and/or written information

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- the range of legislation relating to the public sector
- public sector codes of ethics and/or conduct
- consequences of non-compliance
- procedures for acting on and reporting possible breaches of legislation

Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

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Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPLEG003 Promote compliance with legislation in the public sector

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPLEGN501B Promote compliance with legislation in the public sector. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to promote compliance with legislation in the public sector. It includes modelling compliance with legislation.

This unit applies to those with responsibility for encouraging and assisting others to comply with public sector guidelines and procedures.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would generally work independently with supervisory responsibilities. They would perform complex tasks in a range of familiar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Legislation and compliance

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Encourage compliance with legislative requirements	1.1 Use personal work practices to provide a consistent model of compliance with current public sector legislation and guidelines. 1.2 Provide responses to staff enquiries about the legislative requirements of the workplace. 1.3 Explain to staff the consequences of non-compliance relating to a range of legislation. 1.4 Use compliance strategies to encourage compliance with legislation, policies and guidelines in accordance with the situation.
2. Monitor compliance with legislative requirements	2.1 Monitor compliance with legislative requirements and resolve or refer issues. 2.2 Raise and address inadequacies in workplace procedures which contribute to non-compliance. 2.3 Report on compliance with legislative requirements.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPLEGN501B Promote compliance with legislation in the public sector.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPLEG003 Promote compliance with legislation in the public sector

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- applying research and evaluation
- reading and explaining complex and formal documents, including legislation and codes of ethics, and applying them to work practices
- communicating with others involving exchanges of complex oral and written information
- applying environmental and WHS procedures and promoting their use by others

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- legislation relating to the public sector including WHS and environment
- regulations, guidelines, policy, practices
- public sector codes of ethics and conduct
- government processes and practices

Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

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Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPLEG004 Manage compliance with legislation in the public sector

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPLEGN601B Manage compliance with legislation in the public sector. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to manage compliance with public sector legislative requirements. It includes assuring legislative compliance, interpreting legislation and evaluating compliance outcomes.

This unit applies to those working in the management of public sector legislation compliance.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work autonomously with supervisory responsibilities, while performing complex tasks in a range of contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Legislation and compliance

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Assure legislative compliance	1.1 Use personal conduct to model a to compliance with legislation, policy and guidelines. 1.2 Encourage staff to discuss, clarify and meet legislative requirements. 1.3 Confirm staff understanding of legislation and guidelines and address professional development needs. 1.4 Undertake risk assessment planning relating to legislative compliance to establish the risk of non-compliance and implement mitigation strategies. 1.5 Use workplace occurrences of compliance and non-compliance as learning situations for staff, without compromising privacy and confidentiality considerations.
2. Interpret legislation relating to public sector work	2.1 Maintain knowledge of legislation and related legal opinions to ensure currency. 2.2 Provide substantiated interpretation of legislative requirements within the limits of authority, or refer for advice.
3. Evaluate compliance outcomes	3.1 Conduct analysis of compliance outcomes to provide comprehensive and valid conclusions. 3.2 Use analysis to identify trends, possible reasons and potential mitigation strategies for improving outcomes. 3.3 Confirm and address inadequacies in procedures which allow breaches of legislation to occur. 3.4 Report on compliance with legislative requirements.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

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Unit Mapping Information

This unit supersedes and is equivalent to PSPLEGN601B Manage compliance with legislation in the public sector.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPLEG004 Manage compliance with legislation in the public sector

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- analysing and explaining complex and formal documents
- applying critical analysis to identify political issues
- dealing with people in such areas as conflict resolution, coaching, problem solving
- providing advice and discussion involving exchanges of complex oral and written information
- using mathematical techniques to interpret data and draw conclusions about compliance issues
- using qualitative data and analysis
- preparing written advice and reports requiring precision of expression

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- legislation, regulations, guidelines relating to the public sector, including work health and safety and environment.
- public sector codes of ethics and/or conduct
- government processes
- governance practices

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Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Assessment methods suitable for valid and reliable assessment of this competency may

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPLND001 Investigate tenure and land use history

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPLAND302A Investigate tenure and land use history. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to investigate a tenure and land use history. It includes identifying land, reading plans and/or maps, searching records, interpreting information, recording investigation findings and organising plans and/or diagrams.

This unit applies to those working to form a history of land use and tenure.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently, performing routine tasks in a range of familiar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Public land administration

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Identify land	1.1 Obtain sufficient details to identify the map, plan or aerial photo containing the area of land. 1.2 Locate the area of land on the map, plan and aerial photo using the information gathered.
2. Read plans and/or maps	2.1 Establish the purpose of the plan and/or map. 2.2 Identify the type of information that can be obtained from the different types of plans and/or maps. 2.3 Obtain information from the plan and/or map to suit the intended purpose.
3. Search public land records	3.1 Establish the purpose for the investigation of tenure and/or land use history to determine the level of detail required. 3.2 Access and search electronic data sources. 3.3 Identify key repositories and access data sources and historic records to obtain information relating to the identified land. 3.4 Conduct consultations when necessary to identify and/or corroborate tenure and/or land use information. 3.5 Source and analyse all available land records related to the area and compile evidence in accordance with the purpose of the investigation.
4. Interpret information	4.1 Interpret legislation relevant to the jurisdiction. 4.2 Interpret information in tenure related and land use documentation. 4.3 Obtain expert assistance for interpretation as required. 4.4 Identify and analyse evidence of past and present tenure and/or land use.
5. Record investigation findings	5.1 Compile chronology of tenure and/or land use history with sufficient detail to meet the investigations purpose. 5.2 Record history to suit the intended purpose and audience. 5.3 Present findings.
6. Organise plans/diagrams	6.1 Establish the purpose of the plan or diagram. 6.2 Access and obtain the information and resources required to arrange for the diagram or plan. 6.3 Check the diagram or plan to see that it suits the intended purpose.

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Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPLAND302A Investigate tenure and land use history.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPLND001 Investigate tenure and land use history

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- finding information in systems, databases and other sources
- researching data repositories, including libraries and archives
- interpreting legislation and instruments
- interpreting tenure documents, correspondence, maps, plans
- reading a gazette
- using microfiche
- producing accurate reports, setting out facts in logical sequence
- making assessments of facts where interpretation is required

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- the organisation’s spatial and textual information systems, databases and archival storage/s
- land tenure legislation, tenure types and the effect of these
- maps, plans, title documents and related legal matter
- sources of historical information and how to access them
- public sector legislation, including work health and safety, environment, privacy and diversity

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Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPLND002 Compile and check survey plans

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPLAND308A Compile and check survey plans. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to prepare a compiled survey plan to industry standards. This includes checking the plan to ensure compliance with organisational requirements and industry standards.

This unit applies to those working as land surveyors.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently, while performing routine tasks in a familiar context.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Public land administration

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Check a survey plan	1.1 Check survey plans to ensure compliance with specialised requirements and industry standards. 1.2 Refer any discrepancies or abnormalities to the appropriate personnel for verification or amendment. 1.3 Endorse approval.
2. Compile a survey plan	2.1 Access and gather information and resources required. 2.2 Check the compiled plan to ensure it is mathematically correct. 2.3 Ensure the plan is endorsed by the appropriate personnel.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPLAND308A Compile and check survey plans.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPLND002 Compile and check survey plans

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- compiling and preparing survey plans
- interpreting survey plans
- checking survey plans
- calculating a survey close
- converting imperial dimensions to metric
- creating an easement or covenant

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- land titles office guidelines for plan preparation and lodgement
- distance calculations and geometry
- past and current survey techniques and practices
- easement or covenant creation
- public sector legislation, including work health and safety, environment, privacy and diversity in the context of compiling and checking survey plans

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Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPLND003 Assess Crown land

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPLAND401A Assess Crown land. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to assess Crown or State land in order to deal with the public land. It includes inspecting the land, liaising with stakeholders, preparing a land assessment report and reviewing public submissions.

This unit applies to those working as land surveyors.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently, performing complex tasks in a range of familiar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Public land administration

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Inspect land	1.1 Identify the purpose of the assessment to determine land evaluation criteria. 1.2 Gather the information required to identify and locate the area to be inspected. 1.3 Issue notifications of inspections. 1.4 Determine location of the site in the field. 1.5 Inspect site and conduct assessment.
2. Liaise with stakeholders	2.1 Identify all stakeholders involved in the process. 2.2 Reference stakeholders where appropriate. 2.3 Identify issues associated with the land in consultation with expert advisers.
3. Prepare land assessment report	3.1 Gather and document existing published information and field information. 3.2 Use an inventory to assess the land's capability according to prescribed land evaluation criteria. 3.3 Identify the most suitable uses for the land and list the preferred use/s. 3.4 State recommendations based on the assessment, the policies relating to the land and the reason for the assessment in the report.
4. Review public submissions	4.1 Register all submissions received in relation to the assessment and evaluate their content. 4.2 Review assessment based on the information provided in the submissions. 4.3 Make changes to the assessment as required.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPLAND401A Assess Crown land.

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPLND003 Assess Crown land

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- interpreting legislation and policies
- investigating land ownership and tenure
- undertaking historical search
- interpreting a survey plan, map and aerial photos
- using a compass and/or geographic positioning system
- locating and identifying survey marks
- measuring distances
- estimating areas
- evaluating land capability and suitability
- communicating orally with a diverse range of stakeholders
- accessing and interpreting information from natural resource databases
- preparing a natural resource inventory

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

Look for evidence that confirms knowledge and understanding of:

- legislative and organisational work health and safety requirements for working in the field
- legislation, policies and procedures for land assessments
- geomorphology and geological processes
- land management practices and principles

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- vegetation identification and classification
- mathematics relating to measurement
- animal identification
- stocking rates
- survey techniques
- soil classification
- land evaluation criteria
- heritage requirements of land assessments
- Aboriginal culture and Aboriginal cultural heritage requirements of land assessments
- sustainability and environmental requirements
- interpretation of planning documents
- organisational delegations

Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPLND004 Undertake native title assessments

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPLAND402A Undertake native title assessments. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to undertake native title assessments under native title legislation. It includes gathering research information for assessment of public land, liaising with stakeholders, and recording and reporting assessment outcomes.

This unit applies to those working in administration roles in land management.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently, performing complex tasks in a familiar context.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Public land administration

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Gather research information for assessment of public land	1.1 Identify the purpose of the assessment to determine the type and range of data required. 1.2 Identify land and data sources and gather all available land records related to the area. 1.3 Obtain evidence from current records to establish the status of the land. 1.4 Investigate past use of the land from historical records and compile a land use history. 1.5 Investigate tenure history and compile a report. 1.6 Check information gathered for accuracy and relevance, corroborate if necessary and interpret to provide evidence for native title assessment report/s. 1.7 Liaise with stakeholders. 1.8 Obtain expert advice as required.
2. Liaise with stakeholders	2.1 Consult a wide range of stakeholders. 2.2 Obtain expert advice as required.
3. Undertake assessment	3.1 Undertake analysis of the degree to which native title rights and interests may have been affected by land use and tenure. 3.2 Analyse evidence to determine what extinguishment exists over the land. 3.3 Make decisions and recommendations in accordance with evidence.
4. Record and report assessment outcomes	4.1 Prepare a native title assessment report to facilitate future act proposals or to assist in native title claim management. 4.2 Record assessment outcomes. 4.3 Provide reasons for recommendations in the report. 4.4 Update information systems to reflect information necessary to allow for future informed decisions to be made.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

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Unit Mapping Information

This unit supersedes and is equivalent to PSPLAND402A Undertake native title assessments.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPLND004 Undertake native title assessments

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- finding information in systems, databases and other sources
- researching data repositories including libraries, archives
- interpreting legislation, instruments and organisational procedures
- interpreting tenure documents, correspondence, maps, plans
- assessing issues and making reasoned judgments about facts
- writing reports requiring formality of language and structure, setting out facts in logical sequencing concise but with sufficient detail to meet assessment purpose
- consulting with Indigenous people and expert advisers

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- legislation, policies and procedures relating to Crown/State land and native title
- land tenure and land status
- land information systems
- cultural and heritage factors that might affect land use
- Aboriginal customs and culture related to native title assessment
- sources of historical records and ways to access them
- public sector legislation, including work health and safety and environment in the context of native title assessments

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Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPLND005 Prepare and lodge non-claimant native title applications

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPLAND403A Prepare and lodge non-claimant native title applications. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to prepare and lodge non claimant native title.

This unit applies to those working in administration roles dealing with native title applications.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently, performing complex tasks in familiar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Public land administration

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Investigate native title	1.1 Establish the extent of the area, and the sources to be searched. 1.2 Gather and examine the information to determine the history of use of the subject area. 1.3 Prepare a report and accompanying documentation recording the outcome of the investigation.
2. Prepare and lodge non claimant applications	2.1 Prepare and direct submission to appropriate personnel to obtain approval to prepare a non-claimant application. 2.2 Gather and direct the documentation required for the non-claimant application. 2.3 Prepare applications and lodge. 2.4 Carry out follow up action after approval for non-claimant application within the time specified

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPLAND403A Prepare and lodge non-claimant native title applications.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPLND005 Prepare and lodge non-claimant native title applications

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- finding information in systems, databases and other sources
- searching historical records
- filing and retrieving organisational records
- retrieving spatial and textual information from electronic information systems
- obtaining a copy of a land title
- determining ownership and tenure
- consulting with Indigenous people and expert advisers
- generating documentation to organisational standards
- applying public sector legislation, including work health and safety, environment, anti-discrimination and diversity in the context of native title investigations and non-claimant applications

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- legislation, policies and procedures relating to Crown/State land and native title claims
- the different types of organisational records that need to be noted or updated and in what circumstances
- organisational delegations
- cultural and heritage factors that might affect land use

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- Aboriginal customs and culture relevant to native title
- sources of historical records relating to land tenures and ways to access them
- public sector legislation, including work health and safety and environment in the context of native title investigations and non-claimant applications

Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPLND006 Investigate tenure applications

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPLAND404A Investigate tenure applications. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to investigate tenure applications. It includes preparing complex land tenure and ownership reports, setting tenure conditions and/or covenants, determining rental, and providing advice on tenure administration.

This unit applies to those working in administration roles working with tenure applications.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently, performing complex tasks in a range of familiar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Public land administration

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare a complex land tenure and/or ownership report	1.1 Establish the purpose of the land tenure and/or ownership report. 1.2 Establish extent of the area of the report. 1.3 Gather information required for the report. 1.4 Analyse and interpret information to determine the current land tenure and ownership of the area. 1.5 Prepare report and accompanying documentation.
2. Set tenure conditions and/or covenants	2.1 Establish the need to impose tenure conditions and/or covenants. 2.2 Prepare conditions and/or covenants. 2.3 Negotiate acceptance of conditions or covenants with affected parties. 2.4 Direct final documentation to the appropriate personnel for action.
3. Determine rental	3.1 Gather information required to determine rental or rebate. 3.2 Negotiate rental with applicant. 3.3 Record rental information.
4. Advise on tenure administration	4.1 Establish scope and type of advice that needs to be provided. 4.2 Identify and explain organisational procedures or standards associated with the advice. 4.3 Provide advice that is accurate, current and explained in a manner suited to the person requiring it.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPLAND404A Investigate tenure applications.

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPLND006 Investigate tenure applications

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- interpreting legislation relating to Crown and/or State land administration and land management
- interpreting documents including maps, plans, aerial photos
- preparing complex land tenure and ownership reports
- determining lease conditions and/or covenants
- determining rent
- advising staff and clients on tenure administration
- negotiating rent and/or conditions, covenants, disputes
- applying public sector legislation, including work health and safety, environment, anti-discrimination and diversity in the context of tenure application investigations

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- legislation, policies and procedures relating to Crown/State land administration and land management, including historical background
- the different types of organisational records that need to be noted or updated and in what circumstances
- regulations and policies relating to tenure administration
- land tenure and ownership

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- departmental delegations
- public sector legislation, including work health and safety and environment in the context of tenure application investigations

Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPLND007 Administer public reserves

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPLAND405A Administer public reserves. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to administer public reserves. It includes providing advice on public reserves, reviewing agreements and monitoring records.

This unit applies to those working in administration roles pertaining to public reserves.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently performing complex tasks in a range of familiar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Public land administration

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Provide advice on public reserves	1.1 Establish advice required by the stakeholder. 1.2 Provide advice on public reserves relevant to the request.
2. Review agreements	2.1 Check agreements to ensure they have been prepared in the correct format. 2.2 Include any statutory conditions and special conditions required by the organisation. 2.3 Check other inclusions to ensure compliance.
3. Monitor records	3.1 Check and submit records submitted in accordance with agreements. 3.2 Follow up issues up with the trust manager. 3.3 Refer unresolved issues for advice on the appropriate course of action.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPLAND405A Administer public reserves.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPLND007 Administer public reserves

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- interpreting legislation relating to Crown/State land administration and land management
- advising on legislation relating to reserve trusts
- determining ownership and tenure
- interpreting lease and licence documents
- using effective communicating with a diverse range of clients and colleagues, including negotiation and problem-solving
- providing advice in a manner and timeframe to suit the needs of the stakeholder, that is clear, concise, technically correct and meets organisational standards.

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- legislation, policies and procedures relating to Crown/State land administration and land management
- the different types of organisational records that need to be noted or updated and in what circumstances
- policies and procedures relating to public reserves administration
- lease and licence agreements
- departmental delegations

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- public sector legislation, including work health and safety and environment in the context of public reserves administration

Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPLND008 Monitor reserves management

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPLAND406A Monitor reserves management. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to monitor the management of public reserves. It includes reviewing planning documents, carrying out reserve inspections, attending meetings, and preparing reports and submissions that involve reserve management.

This unit applies to those working in management of public reserves.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit working independently, while performing complex tasks under a range of familiar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Public land administration

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Review planning documents for public reserves	1.1 Establish the purpose of the planning document. 1.2 Review and assess the planning document. 1.3 Prepare and direct documentation associated with the review.
2. Inspect reserves	2.1 Confirm the reason to undertake the inspection. 2.2 Undertake inspection activities. 2.3 Identify and note issues that require action. 2.4 Document the outcome of the inspection and actions to be implemented.
3. Attend meetings	3.1 Prepare information and resources required for the meeting. 3.2 Communicate the issues. 3.3 Confine the matters dealt with to the listed agenda. 3.4 Negotiate the desired outcomes. 3.5 Implement any required actions.
4. Prepare submissions	4.1 Establish the purpose of the submission. 4.2 Gather and present information. 4.3 Direct the submission to the appropriate personnel for approval.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPLAND406A Monitor reserves management.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPLND008 Monitor reserves management

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- writing reports to organisational standards
- communicating with people of different ages, genders, culture and language backgrounds
- resolving conflict
- mediating during meetings
- identifying risks to public safety on reserves
- identifying land management problems
- reading building plans
- interpreting strategic planning and/or zoning documents
- identifying public reserve issues in a development application
- interpreting aerial photographs

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- legislation relating to Crown reserve administration and land management
- planning legislation
- strategic plans relating to reserves management
- land management principles and practices
- meeting procedures and protocols
- conflict resolution

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- mediation
- site identification and location
- building approvals
- development applications
- planning and land use and/or zoning principles
- organisational delegations
- public sector legislation, including work health and safety and environment in the context of reserves management

Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPLND009 Coordinate land board sittings

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPLAND407A Coordinate land board sittings. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to administer land boards. It includes maintaining and updating land board records, arranging land board sittings, and appointing land board members.

This unit applies to those working in administration roles dealing with the land board.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently, performing routine tasks in a familiar context.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Public land administration

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Maintain land board records	1.1 Update and maintain land board records. 1.2 File refunds.
2. Arrange land board sittings	2.1 Confirm jurisdiction of the land board in the matters to be heard. 2.2 Confirm date, venue and cases to be heard. 2.3 Notify all parties involved in the process. 2.4 Prepare notices and/or submissions before and after the sitting.
3. Appoint land board members	3.1 Establish the expiration date of any existing board membership. 3.2 Prepare and direct documentation for new appointments. 3.3 Direct applications to the appropriate personnel for final selection and approval.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPLAND407A Coordinate land board sittings.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPLND009 Coordinate land board sittings

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- interpreting legislation relating to Crown/State land administration and land management
- communicating with diverse stakeholders including negotiation and problem-solving
- distributing land board material
- preparing sitting minutes and reports

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- legislation, policies and procedures relating to Crown/State land administration and land management
- basic knowledge of court jurisdiction and procedures
- organisational guidelines in relation to land board sittings
- organisational standards for the preparation of documentation
- land board structure and members
- records that need to be maintained

Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

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Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPLND010 Investigate Aboriginal land claims and/or applications

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPLAND408A Investigate Aboriginal land claims/applications. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to investigate Aboriginal land claims and/or applications. It includes analysing and reviewing information sourced for an Aboriginal land claim, consulting with stakeholders, preparing a submission, and carrying out post-determination instructions.

This unit applies to those working in administration roles investigating Aboriginal land claims.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to

Those undertaking this unit would work independently while performing complex tasks in a range of familiar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Public land administration

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Analyse and review information sourced for an Aboriginal land claim	1.1 Carry out a complete review of the information supplied to ensure all technical aspects of the claim have been adhered to. 1.2 Analyse the evidence supplied to ensure that the correct legal interpretation has been applied.
2. Consult with stakeholders	2.1 Ensure all stakeholders involved in the process have been consulted. 2.2 Establish interests and concerns of all stakeholders. 2.3 Acknowledge and deal with issues raised by stakeholders in their submissions. 2.4 Clarify any points in submission or issues raised.
3. Prepare a submission	3.1 Document and present relevant information and evidence gathered for an Aboriginal land claim. 3.2 Direct the submission to the appropriate personnel for determination and issue of approval or refusal by the Minister.
4. Carry out post-determination instructions	4.1 Note details of post-determination instructions. 4.2 Complete all instructions. 4.3 Prepare and direct documentation.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPLAND408A Investigate Aboriginal land claims/applications.

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPLND010 Investigate Aboriginal land claims and/or applications

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- interpreting legislation relating to Crown/State land administration and Aboriginal land claims/applications
- analysing evidence
- gathering evidence
- determining land tenure and ownership
- presenting evidence in a submission
- interpreting documents in including maps, plans, aerial photos
- communicating with diverse stakeholders including negotiation and mediation

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- legislation, policies and procedures relating to Crown and/or State land administration and Aboriginal land claims/applications
- preparation of ministerial submissions requiring formality of style, language and format
- information that can be used as evidence
- Aboriginal culture and customs
- land tenures
- land title system
- departmental delegations

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- the different types of organisational records that need to be noted or updated and in what circumstances

Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPLND011 Handle compensation claims

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPLAND409A Handle compensation claims. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to determine eligibility of compensation claims. It includes responding to and settling claims by analysing legislation and applying it to the received claims.

This unit applies to those working in administration roles processing compensation claims.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently while performing complex tasks within a range of familiar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Public land administration

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Respond to claims for compensation	1.1 Assess and respond to claims within statutory timeframes. 1.2 Serve compensation claims in the required format within the specified time period. 1.3 Determine whether a claimant is entitled to compensation.
2. Determine compensation	2.1 Determine settlement terms. 2.2 Seek advice as necessary to deal with any non-routine aspects of claims. 2.3 Negotiate agreement with the claimant. 2.4 Prepare and process an action through court or compensation court if agreement cannot be reached. 2.5 Prepare settlement documents in accordance with the compensation determination containing information that is technically correct.
3. Settle compensation	3.1 Pay compensation, once a settlement is reached, within the required timeframe in accordance with agreements or court determination. 3.2 Obtain settlement release from client and/or third party, as applicable. 3.3 Store, maintain and secure records of finalised compensation claims.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPLAND409A Handle compensation claims.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPLND011 Handle compensation claims

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- interpreting and applying legislation relating to Crown/State land administration and compensation
- communicating with diverse stakeholders including effective negotiation
- generating documentation to organisational standards
- writing reports requiring formality of language and structure

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- public sector legislation, including work health and safety and environment, policies and procedures relating to Crown/State land administration and compensation
- organisational processes and protocols relating to the handling of compensation claims
- court procedures

Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

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Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPLND012 Review planning documents and environmental assessments

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPLAND501A Review planning documents and environmental assessments. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to review planning documents and environmental assessments. It includes documenting reviews and consulting with authorities and/or other parties where required.

This unit applies to those working in administration roles dealing with the review of planning documents and environmental assessments.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently, while performing complex tasks in a range of familiar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Public land administration

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Review planning documents and/or environmental assessments	1.1 Establish the purpose of the planning document and/or environmental assessment involving public land. 1.2 Identify the impact of the likely effects of the proposal as submitted on public land. 1.3 Ensure that any proposal is in accordance with legislative requirements and policies relating to public land. 1.4 Follow statutory and organisational procedures. 1.5 Prepare and direct documentation associated with the review. 1.6 Make responses within the specified timeframe.
2. Consult with other authorities and/or parties	2.1 Establish the authorities and/or parties that need to be consulted. 2.2 Direct the information submitted to all authorities and/or parties promptly. 2.3 Prepare a coordinated response using the information supplied through consultation.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPLAND501A Review planning documents and environmental assessments.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPLND012 Review planning documents and environmental assessments

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- assessing impacts of development on public land
- interpreting policy and strategies
- interpreting documents, including planing documents, engineering and construction plans, aerial photographs, electronic mapping
- communicating with a diverse range of stakeholders to enable a coordinated response
- preparing a response involving negotiation of an agreed position

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- public sector legislation, including work health and safety and environment, regulations, policies and practices relating to public land administration and land use planning approvals
- legal implications of a development on public land
- risk management
- departmental delegations

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Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

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PSPMGT001 Manage resources

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPMNGT602B Manage resources. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to manage resources in accordance with planned business strategies. It includes analysing resource requirements, developing resource plans, allocating resources, reviewing and reporting on resource usage.

This unit applies to those involved in the management of organisation resources.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work autonomously with management responsibilities, performing complex tasks in a familiar context.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Management

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Analyse resource requirements	1.1 Develop resource bids in line with outputs identified in business plans. 1.2 Consult key stakeholders in determining the nature and level of resources required. 1.3 Analyse resource requirements to identify proposed costs and benefits. 1.4 Identify opportunities to share resources across business units within the organisation.
2. Develop resource plans to support achievement of business unit objectives	2.1 Develop resource plans that detail the acquisition and allocation of resources, and the relationship to business strategies, contingencies, plans, programs and processes. 2.2 Identify internal resourcing capabilities and external resourcing requirements. 2.3 Identify procedures for the evaluation of resource allocation. 2.4 Include processes for managing changing government priorities. 2.5 Obtain approval from senior management.
3. Allocate resources	3.1 Manage resource allocation to enable achievement of business unit objectives. 3.2 Negotiate and obtain resources within required timeframe. 3.3 Develop and implement systems to enable accurate monitoring and review of resource usage. 3.4 Incorporate efficient use of technology into work practices.
4. Review and report on resource usage	4.1 Develop and implement procedures to review resource allocation against business unit objectives. 4.2 Monitor compliance with program and project budgets and recommend and apply corrective action where necessary. 4.3 Prepare reports that indicate the level of performance achieved and any action taken to adjust or rectify procedures in meeting service and product delivery standards.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

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Unit Mapping Information

This unit supersedes and is equivalent to PSPMNGT602B Manage resources.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPMGT001 Manage resources

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- applying legislation, regulations, policies, procedures and guidelines relating to resource management in the public sector
- using effective consultation and negotiation with stakeholders
- writing reports requiring reasoning and precision of expression
- communicating using complex exchange of oral information
- applying budgeting and financial management

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- financial management and budgetary processes in the organisation
- business strategies
- risk management concepts
- organisational goals, policies and procedures
- jurisdictional legislation and guidelines applicable to resource management, including work health and safety and environment

Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

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Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPMGT002 Facilitate people management

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPMNGT603B Facilitate people management. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to implement people management strategies, plans and processes within the business unit in cooperation with specialist human resources personnel. It includes undertaking human resource planning, managing the performance of individuals, managing learning and development, managing grievance procedures, counselling employees and managing employee rehabilitation.

This unit applies to those working in management roles where they are in charge of personnel.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work autonomously, supervising others, performing complex tasks in a range of familiar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Management

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Undertake human resource planning	1.1 Determine or review human resource needs in accordance with the organisation's short and long term needs, the anticipated business unit needs and the allocated budget. 1.2 Compare existing competencies of staff with the needs of the business unit and develop plans to address shortfalls. 1.3 Develop alternatives to staffing levels which meet key provisions of the human resource plan. 1.4 Recruit, select and nominate staff in accordance with business needs. 1.5 Translate the organisational strategy into performance goals and objectives.
2. Manage performance of individuals	2.1 Link performance management criteria to business unit and identify strategic and operational goals in accordance with the performance management system and obtain agreement in consultation with staff. 2.2 Confirm performance requirements with staff and apply performance management processes in accordance with the performance management system. 2.3 Implement equitable performance management processes. 2.4 Conduct performance management meetings, interviews and discussions within the principles of industrial democracy and participative, consultative processes. 2.5 Identify and respond to outstanding performance and performance below agreed standards to maximise the effectiveness of workplace performance. 2.6 Motivate staff to improve their work performance through regular feedback, reflecting and acting on workplace experiences, coaching and mentoring arrangements, or through organisational reward and recognition strategies.
3. Manage learning and development	3.1 Develop performance improvement strategies that identify current learning needs and anticipate future requirements. 3.2 Address areas identified for improvement through selection and implementation of learning and development strategies to suit a

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	diverse workforce. 3.3 Promote information about learning and development activities to staff.
4. Manage grievance procedures	4.1 Manage grievances and complaints in a manner which optimises the likelihood of a positive outcome. 4.2 Document and communicate individuals rights and obligations under industrial awards and/or agreements and legislation in a clear and concise manner. 4.3 Conduct meetings and interviews within the principles of industrial democracy and participative, consultative processes.
5. Counsel employees	5.1 Offer counselling to support employees in relation to work and/or personal difficulties, and career aspirations. 5.2 Choose techniques and counselling styles that are appropriate to the situation and cater for a diverse workforce base. 5.3 Use active listening skills to formulate responses to employees. 5.4 Make referrals to appropriate support professionals and agencies to facilitate employee performance and well-being 5.5 Document outcomes and maintain employee confidentiality.
6. Manage employee rehabilitation	6.1 Establish a return to work program for an injured employee in consultation with the employee and a rehabilitation specialist. 6.2 Establish a system to monitor the return to work program. 6.3 Engage with injured employee through all parts of the return to work program. 6.4 Maintain records of the work program.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPMNGT603B Facilitate people management.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPMGT002 Facilitate people management

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- facilitating learning, coaching and mentoring
- negotiating and counselling
- using a variety of words and language structures to explain complex ideas to different audiences
- preparing written advice and reports requiring reasoning and precision of expression
- engaging in discussion using exchanges of complex oral information

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- performance management processes
- recruitment, selection and induction procedures
- range of training and development strategies
- principles of adult learning
- range of facilitation techniques
- development needs analysis techniques
- the concept of rehabilitation
- grievance procedures and strategies
- counselling techniques
- employee assistance services

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- organisational goals, policies and procedures
- the concept of diversity and its integration within and across all human resource and management functions and areas
- the relationship between effective human resource functions and the attainment of business unit objectives
- knowledge of the organisation's career and human resource development strategies, programs and plans
- jurisdictional legislation applicable to management and human resource management functions

Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPMGT003 Manage change

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPMNGT604B Manage change. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to manage planned change that may be caused by restructuring or Machinery of Government changes, imposed by others, or business unit initiated change. It includes confirming that change is required, determining the likely impact of change, developing a change management strategy, fostering commitment to workplace change, and implementing the change management strategy.

This unit applies to those working in management roles where they are involved in organisational change mechanisms.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work autonomously, performing complex task in a range of familiar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Management

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Confirm that change is required	1.1 Consider factors impacting upon the business unit, the organisation or within the political environment. 1.2 Consult key stakeholders to establish that change is required and/or imminent and the nature of the change. 1.3 Conduct benchmarking with other similar organisations, functions, best practice standards to confirm the need for change. 1.4 Consult specialists and experts as required to assist in the identification of major change requirements or opportunities. 1.5 Identify and address the need for management support, expertise and advice to maximise the advantages of change management strategies.
2. Determine the likely impact of change	2.1 Analyse the proposed change in relation to organisational structure and function, and strategic objectives. 2.2 Identify the individuals, groups and others likely to be affected by change and their expectations and concerns. 2.3 Identify and explain the eventual impact of the proposed change on employees and employee relations in line with individuals' specific needs and their differing responses to change. 2.4 Discuss options and specific proposals for change and the consequences with staff and invite feedback to ensure that people are involved in the decisions that affect them. 2.5 Identify and plan for potential risks associated with change. 2.6 Communicate the requirements and planned outcomes for change.
3. Develop a change management strategy	3.1 Prepare change management strategy and related communication strategies with key stakeholders. 3.2 Structure the strategy to address the transition from present to future arrangements and identify tactics for dealing with ambiguity in roles, functions, organisational priorities or structures. 3.3 Discuss future trends and organisational needs and consider them in the process of developing strategies for dealing with change.

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	3.4 Design change management activities to comply with the framework provided by relevant legislation and organisational policy. 3.5 Devise time schedules, performance standards and interim checkpoints for change management strategies. 3.6 Obtain approval to implement the chosen change management strategy from senior management.
4. Foster commitment to workplace change	4.1 Use a range of strategies to foster a positive attitude to change, especially from the individuals on whom the organisational change will have the most effect. 4.2 Provide advice to key stakeholders on strategies for effective change management and show sensitivity to people's individual responses to change. 4.3 Seek and use resources required to implement change within the business. 4.4 Use leadership and communication strategies to assist others to deal with ambiguity and adapt to change.
5. Implement a change management strategy	5.1 Alter and implement policies, practices and procedures as required to support the change management strategy. 5.2 Identify and address barriers to change in accordance with the organisation's risk management plan. 5.3 Identify, review and renegotiate priorities with key stakeholders in light of changing circumstances. 5.4 Activate strategies for embedding the change in accordance with the change management strategy. 5.5 Develop a process and performance indicators to monitor the impact of change. 5.6 Implement adjustments to the change management strategy as a result of performance monitoring, to ensure sustained positive outcomes.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPMNGT604B Manage change.

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPMGT003 Manage change

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- influencing and counselling in the context of change management
- interpreting and explaining complex, formal documents and assisting others to apply them in the workplace
- preparing written advice and reports requiring reasoning and precision of expression

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- change management strategies
- effects of change
- industrial relations issues as applicable to change processes
- negotiation processes
- key factors in the internal and external operating environment
- understanding of organisational goals, policies and procedures
- jurisdictional legislation applicable to management and human resource management functions

Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

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Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

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PSPMGT004 Manage diversity

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPMNGT605B Manage diversity. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to provide productive diversity management to maximise workforce effectiveness. It includes contributing to, monitoring a diversity strategy and facilitating communication with a diverse workforce.

This unit applies to those working in management roles involved in personnel management.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work autonomously with management responsibilities performing sophisticated tasks in a range of contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Management

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Contribute to the development of a diversity strategy	1.1 Identify the organisational context and framework for the diversity strategy and establish key result areas. 1.2 Identify diversity issues and objectives to enhance business unit and organisational effectiveness. 1.3 Use the strategy to identify benefits and opportunities provided by a diverse workforce. 1.4 Link diversity objectives in the strategy with the demographic profile of the client base, the organisation's strategic goals and the core business of the business unit. 1.5 Consult with stakeholders, including people from key equity groups and the organisation's clients. 1.6 Design the strategy to provide a mechanism through which diversity issues can be integrated.
2. Promote and review diversity strategy	2.1 Communicate and promote the strategy within the business unit and the organisation in accordance with audience needs. 2.2 Identify the need for diversity support programs and establish such programs in accordance with the objectives of the diversity strategy. 2.3 Encourage individuals to align everyday work with the diversity strategy. 2.4 Monitor and report progress of diversity strategies within business plans. 2.5 Monitor and review the effectiveness of the strategy and identify and act upon recommendations for enhancements.
3. Facilitate the development of a workforce that promotes and values diversity	3.1 Identify and communicate benefits of a diverse workforce to those working within the business unit and the organisation. 3.2 Develop or adopt initiatives and resources to address barriers to equal employment opportunity within the organisation. 3.3 Employ a range of leadership styles to facilitate intercultural management and to manage diverse teams. 3.4 Identify and use the diversity factors associated with individuals within the workforce in the delivery of services to diverse clients. 3.5 Accept and encourage a range of working styles that are reflective of a diverse workforce, unified to the organisational context. 3.6 Use diversity training and awareness programs, to promote the

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	benefits of a diverse workforce.
4. Facilitate communication within a diverse workforce	4.1 Identify and address language, literacy and numeracy issues to facilitate full participation of all members of the workforce and development activities. 4.2 Employ a range of communication strategies to meet the needs of a diverse workforce and client base. 4.3 Identify the target audience and tailor communications strategies accordingly. 4.4 Identify and use resources to facilitate effective communication within the workplace. 4.5 Identify and adjust ineffective and inappropriate communication strategies to meet the information needs of a diverse workforce and client base.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	**4**	5	1	2	3	**4**	5	1	2	3	4	**5**	1	2	3	4	**5**	1	2	3	4	5
Learning					Reading					Writing					Oral communication					Numeracy NA					

Performance variables:

1	2	3	4	**5**	1	2	3	**4**	5	1	2	3	**4**	5	1	2	3	4	**5**
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

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Unit Mapping Information

This unit supersedes and is equivalent to PSPMNGT605B Manage diversity.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPMGT004 Manage diversity

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- monitoring and reporting on the progress of diversity strategies
- using communication involving exchanges of complex oral information
- explaining complex ideas to diverse audiences
- interpreting and explaining complex, formal documents and assisting others to apply them in the workplace
- preparing written advice and reports requiring reasoning and precision of expression

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- the concept of diversity and its integration within and across all human resource and management functions and areas
- cultural diversity, including issues of racism, discrimination, harassment and victimisation
- the organisation’s policies and strategic goals relating to diversity and the implications of these for current and future human resource management
- the relationship between management of diversity and organisational effectiveness
- equal employment opportunity, access and equity principles
- productive diversity principles including flexibility, multiplicity, devolution, negotiation and pluralism
- institutional racism and resulting indirect discrimination

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- jurisdictional legislation, instructions, directions and standards that underpin or impact on workplace diversity
- public sector policies, practices and procedures related to diversity

Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPMGT005 Manage quality client service

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPMNGT606B Manage quality client service. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to manage the promotion, delivery and review of client service within complex or changing circumstances in the public sector. It includes analysing client needs, delivering service which satisfies changing client requirements, gaining employee commitment to quality service delivery, and promoting and monitoring client service.

This unit applies to those working in management roles responsible for quality control.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work autonomously with management responsibilities, performing complex tasks in a range of familiar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Management

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Analyse client needs	1.1 Consult key stakeholders and clients to determine options for addressing client needs. 1.2 Understand options for service delivery to match client services to client needs. 1.3 Develop and maintain records of client needs. 1.4 Identify client requirements and review client feedback. 1.5 Review service delivery to ensure it satisfies requirements of clients.
2. Deliver service that satisfies changing client requirements	2.1 Provide current and relevant information and materials to clients in accordance with their needs. 2.2 Ensure service delivery is based on current client requirement information. 2.3 Reflect current good practice in client service delivery. 2.4 Identify and address problems in client service delivery. 2.5 Implement improvements to client services practices and procedures within the area of responsibility.
3. Secure employee commitment to the provision of client service	3.1 Adopt a consultative approach within the business unit to formulate service delivery standards. 3.2 Encourage sections, workgroups and individuals to suggest and action strategies to improve service delivery. 3.3 Identify and recognise quality client service provided by individuals or workgroups. 3.4 Model quality client service for employees within the business unit.
4. Promote client service	4.1 Market service to potential clients. 4.2 Identify potential areas of difficulty in client services and recommend solutions. 4.3 Resolve client concerns about the service and refer complaints of a serious nature to senior staff. 4.4 Action responses to clients within an acceptable timeframe.
5. Monitor client	5.1 Use relevant information on markets and trends to review client

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services	service delivery. 5.2 Develop performance indicators to monitor and improve client service delivery.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPMNGT606B Manage quality client service.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPMGT005 Manage quality client service

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- marketing and promoting client services
- engaging in oral and written clarification of issues
- negotiating variations and changes with clients
- using appropriate language and style for written submissions
- explaining complex ideas to different audiences
- networking with clients, suppliers and stakeholders

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- legislative and regulatory frameworks influencing the provision of client services
- current developments in effective client services delivery
- the constraints on the provision of client service caused by the availability of resources and the likelihood that client needs have to be prioritised and rationed
- the relationships between effective management of diversity and satisfying client needs
- organisational goals and policies relating to client service delivery

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Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPMGT006 Develop a business case

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPMNGT607B Develop a business case. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to perform market analysis, development and cost options, and justify for a recommended business solution.

This unit applies to those developing appropriate and cost-effective business solutions.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work autonomously, performing complex tasks in a range of familiar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Management

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Research a business case	1.1 Identify and confirm business problem. 1.2 Analyse key stakeholder requirements to clarify objectives. 1.3 Consider a range of factors to identify opportunities and constraints. 1.4 Conduct market analysis.
2. Examine business solutions	2.1 Analyse and document business and technical impacts and risks. 2.2 Analyse community, environmental and human resource impacts. 2.3 Canvas for alternative solutions and their financial implications and discuss with senior management and business case originator.
3. Construct a business case	3.1 Develop options and determine and document impacts, risks, costs and stakeholders. 3.2 Make and justify recommendations.
4. Finalise a business case	4.1 Present business case and explain recommendations. 4.2 Obtain approvals and management endorsement.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPMNGT607B Develop a business case.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPMGT006 Develop a business case

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- managing resources
- using language and style suited to written submissions
- explaining complex ideas to different audiences
- interpreting and explaining complex, formal documents
- preparing written advice and reports requiring reasoning and precision of expression
- engaging in discussion using exchange of complex oral information

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- government and organisational goals, policies and practices
- legal requirements related to the business activity
- financial and accounting issues relating to developing a business case
- whole-of-life considerations
- approval processes
- aspects of trade practices law, commercial law and law of contract relating to the development of business cases
- jurisdictional legislation that applies to business case development, including work health and safety and environmental requirements

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Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPMGT007 Manage risk

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPMNGT608B Manage risk. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to maximise results and minimise consequences for a business unit activity by managing risk. It includes establishing the risk management context, planning for risk management.

This unit applies to those managing risks.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work autonomously, performing complex task in a range of familiar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Management

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Establish the risk management context	1.1 Establish the nature and extent of business unit activity, its objectives and outcomes within the organisational context. 1.2 Identify the strategic and risk management context. 1.3 Identify and consult stakeholders to ensure their views, concerns and needs are taken into account in the risk management process. 1.4 Determine criteria for risk assessment. 1.5 Determine risk management criteria to provide guidance on balancing risk, costs, benefits and opportunities. 1.6 Monitor, review and adjust risk management criteria to ensure opportunities and current and emerging trends are reflected.
2. Plan for risk management	2.1 Investigate sources of risk and identify and consult upon potential, perceived and actual risks to ensure full coverage. 2.2 Analyse risks and document in consultation with stakeholders, and determine levels of risk as the basis for risk management planning. 2.3 Select risk management methods and modify as necessary to determine risks that are acceptable or unacceptable. 2.4 Identify risk treatment options for unacceptable risks and determine preferred risk treatment approaches. 2.5 Develop and communicate risk management plan to key stakeholders to ensure clarity and achievement of objectives throughout the activity's life cycle.
3. Manage risk	3.1 Manage activity in accordance with agreed risk management plan. 3.2 Review performance, analyse variance and initiate risk responses to achieve objectives with minimal disruption and conflict. 3.3 Monitor internal and external risks to outcomes and initiate remedial actions to achieve objectives.
4. Evaluate the risk management plan	4.1 Develop and implement an evaluation methodology. 4.2 Review and analyse outcomes to assess the effectiveness of current risk management strategies. 4.3 Monitor existing risks, identify new risks and identify any trouble spots. 4.4 Seek and use a variety of information, including the perspectives of key stakeholders. 4.5 Formulate and act upon recommendations on enhancements to

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	the plan. 4.6 Communicate the outcomes of evaluation to relevant personnel.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPMNGT608B Manage risk.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPMGT007 Manage risk

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- applying legislation, regulations and policies relating to risk management
- researching and analysing the wider context affecting the organisation
- using communication and consultation with a diverse range of stakeholders
- applying problem solving using conceptual and reasoning skills
- engaging in discussion using exchange of complex oral information
- using a variety of words and language structures to explain complex, formal documents and assisting others to apply them in the workplace

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- legislation, regulations, policies, procedures and guidelines relating to risk management
- Australian and New Zealand standards
- Guidelines for managing risk in the Australian and New Zealand public sector
- risk management cycle
- the relationship of risk to context – how the context may define the risks
- the importance of consultation and communication at every stage of the risk management cycle
- legal requirements related to the activity
- whole-of-life considerations

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- approval processes
- range of evaluation methodologies
- the diversity of risks in the public sector
- public sector legislation, including work health and safety and environment in the context of risk management

Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPMGT008 Formulate business strategies

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPMNGT609B Formulate business strategies. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to develop, implement and review business strategies to attain the business unit's strategic objectives. It includes defining and implementing business strategies, reviewing the effectiveness of strategies and managing risk associated with the strategies.

This unit applies to those responsible for business strategies.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work autonomously, with management responsibilities performing complex tasks in a range of familiar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Management

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Define and implement business strategies	1.1 Formulate business unit objectives in accordance with strategic priorities. 1.2 Develop strategies that relate to the business unit's strategic objectives. 1.3 Develop strategies in consultation with key stakeholders including other business units and organisations. 1.4 Delegate strategies and associated objectives to operational levels within the business unit. 1.5 Provide information on business strategies that specifies output targets and performance standards to individuals, teams and groups. 1.6 Develop a system which includes key performance indicators to monitor the implementation and effectiveness of strategies.
2. Review the effectiveness of business strategies	2.1 Review strategies in relation to attainment of key objectives, budgets, resources and timelines. 2.2 Consider multiple perspectives and sources of information in determining the effectiveness of strategies. 2.3 Review effectiveness of the strategy against key performance indicators. 2.4 Formulate and act upon recommendations on appropriate enhancements to the strategies and plans.
3. Manage risk associated with business strategies	3.1 Identify and evaluate risks associated with the implementation of the business unit's strategies. 3.2 Assess risk levels as acceptable or unacceptable and balance against opportunities afforded by taking risks. 3.3 Use information sources to assess levels of identified risks. 3.4 Select, implement risk, monitor and review risk treatments.

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Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPMNGT609B Formulate business strategies.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPMGT008 Formulate business strategies

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- applying environmental scanning
- explaining complex ideas to different audiences
- interpreting and explaining complex, formal documents and assisting others to apply them in the workplace
- preparing written strategies requiring reasoning and precision of expression
- using discussion involving exchanges of complex oral information

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- strategic planning processes
- business strategies
- risk management principles and processes
- organisational goals, policies and procedures
- evaluation and review methodologies
- jurisdictional legislation applicable to business strategies, including work health and safety and environmental and sustainability requirements

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Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPMGT009 Manage public sector financial resources

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPMNGT610A Manage public sector financial resources. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to provide input into public sector budgeting, financial forecasting and reporting requirements, and the allocation and management of resources to achieve the required outputs of the business unit. It includes contributing to financial bids and estimates, allocating funds, managing budgets and reporting on financial activity.

This unit applies to those working in the area of financial management for their organisation.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work autonomously, performing complex tasks in a range of familiar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Management

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Contribute to financial bids and estimates	1.1 Identify organisational initiatives requiring the preparation of bids and estimates in accordance with resource constraints and organisational needs. 1.2 Substantiate information for bids and/or estimates, ensuring it contains logical assumptions and takes account of strategic plans, government policies and priorities. 1.3 Prepare information for bids and/or estimates including a timeframe to meet critical submission dates. 1.4 Prepare documentation to support bids and/or estimates in accordance with budget guidelines.
2. Allocate funds	2.1 Approve budgets and allocate financial resources. 2.2 Make allocations and take account of any statutory requirements or constraints. 2.3 Maintain audit trails to ensure tracking and to identify variances between agreed and actual allocations. 2.4 Monitor financial allocation against organisational objectives and priorities and take corrective action as required.
3. Manage budgets	3.1 Undertake budget management that meets the financial accountability requirements of the organisation. 3.2 Monitor expenses against budget and authorise in accordance with financial delegation and organisational financial controls. 3.3 Obtain and provide financial reports. 3.4 Monitor expenses through analysis of financial information and resolve or refer problems in accordance with financial delegation. 3.5 Align expenditure with service delivery expectations. 3.6 Negotiate changes to the budget to account for potential under-spending, delays in service delivery, overruns and unneeded line items.
4. Report on financial activities	4.1 Identify requirements for financial management and reporting in accordance with the public sector financial management framework. 4.2 Undertake financial management and reporting.

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Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPMNGT610A Manage public sector financial resources.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPMGT009 Manage public sector financial resources

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- preparing information and reports requiring precision of expression
- meeting formatting and process requirements for bids and estimates and linkages to strategic plans
- monitoring financial information
- interpreting and signing off on financial reports
- interpreting organisational information in financial terms
- adjusting communication to suit different audiences
- using cross-cultural communication relating to financial management – across professional cultures, including accounting, IT, arts, policy areas
- accessing information and legislation electronically or in hard copy

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- financial management principles
- legislation, policies and processes relating to public sector financial management, including conflicts of interest, procurement, value for money
- the organisation’s financial accountability mechanisms
- corporate governance requirements
- internal controls and why they are used

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- delegations and why the public sector uses them
- public sector financial management framework and the relationship between the elements of the framework
- documents that make up the financial management framework
- legislation related to working in the public sector, including equal employment opportunity, environmental, sustainability and work health and safety requirements

Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPMGT010 Review and improve business performance

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPMNGT612A Review and improve business performance. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to review and improve business performance using a range of methods. It includes undertaking management audits, reviewing governance arrangements and benchmarking organisational performance.

This unit applies to those working in continuous improvement of business performance.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work autonomously, performing complex tasks in a range of familiar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Management

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Undertake management audit	1.1 Determine scope and objectives of the management audit in consultation with key stakeholders. 1.2 Determine methodology, instruments, and baseline data. 1.3 Arrange expert advice and assistance as required. 1.4 Gather, collate and circulate management data to stakeholders for comment. 1.5 Analyse results, identify strengths and formulate recommendations to improve management performance. 1.6 Prepare and present a management audit report.
2. Review governance arrangements	2.1 Identify legislation, policies, standards and guidelines impacting on public sector governance and extract key requirements. 2.2 Analyse the organisation's governance framework to identify parameters and compare them to legislative and organisational requirements. 2.3 Analyse data to evaluate the organisation's deployment of its governance framework. 2.4 Analyse previous reviews, audits or self-assessments to see how the organisation has measured and analyse the effectiveness of the governance framework and how the organisation has learnt from the experience. 2.5 Determine the effectiveness and compliance of the framework identify shortcomings and formulate for continuous improvement. 2.6 Discuss recommendations with management and staff, incorporate feedback and prepare and present a report.
3. Benchmark organisational performance	3.1 Design a benchmarking model in accordance with the organisation's core business, functions and desired objectives. 3.2 Conduct research to establish benchmarks for the measurement of organisational performance in key result areas determined by the organisation. 3.3 Establish a process and manage the benchmarking exercise. 3.4 Consult with staff in the areas to be benchmarked, to gather information and provide support to ensure outcomes are valid, reliable and useful for improving performance. 3.5 Gather and analyse data against benchmarks, and discuss and present results.

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	3.6 Write report to meet audience needs and include recommendations for improvement and an implementation model.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPMNGT612A Review and improve business performance.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPMGT010 Review and improve business performance

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- applying legislation, regulations and policies relating to governance, benchmarking and management audit
- planning and project management of reviews
- undertaking research and analysis
- interpreting organisational information
- writing reports using formality of expression
- using numeracy for data analysis

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- public sector legislation, including work health and safety and environment and sustainability, regulations, policies, procedures and guidelines relating to public sector governance benchmarking and management audit
- principles of management audit, benchmarking, compliance assessment, self-assessment and governance arrangements
- organisational structure and lines of management authority
- statutory and reporting requirements
- public sector standards, including ethics and security relating to organisational information
- project management

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Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPMGT011 Develop partnering arrangements

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPMNGT613A Develop partnering arrangements. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to explore opportunities for government organisations to develop partnering arrangements with the private sector and to proceed to formal agreement based on evaluation to ensure the public interest is fully protected.

This unit applies to those working in the public sector working to arrange partnerships with the private sector.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently, performing complex tasks in a range of familiar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Management

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Explore partnering opportunities	1.1 Undertake rigorous assessment to establish the potential for private sector involvement in the delivery services and/or infrastructure. 1.2 Determine need, affordability and priority for private sector partnering to ensure the public interest is fully protected. 1.3 Identify the service and/or infrastructure requirement to be provided through a partnering arrangement, confirm benefits to the community and identify potential partners.
2. Assess feasibility	2.1 Conduct a full feasibility study that includes environmental analysis, social impact and cost-benefit analysis to confirm the merits of partnering options for financing, delivery and value for money. 2.2 Conduct a full risk assessment, including the risks and costs the government would be prepared to retain. 2.3 Undertake a detailed assessment of costs and potential revenue streams and compare with the costs associated with public sector provision. 2.4 Consult community stakeholders to provide input in the feasibility and planning stages of any partnering arrangement.
3. Establish partnering arrangements	3.1 Determine detailed requirements for the partnering arrangement. 3.2 Investigate procurement options, including a full public tender process. 3.3 Arrange contracts that specify partnering duration, outputs, benefits and performance incentives. 3.4 Allocate risk to whichever party is best able to manage it and develop an accountability structure and approval process. 3.5 Obtain government approvals and enter into contractual arrangements.
4. Foster productive partnering relationships	4.1 Affirm reasons for the partnering arrangement, roles, limitations and expectations throughout the life of the relationship. 4.2 Use ongoing communication to confirm vision, agreed goals, outcomes, measures of performance, agreed accountabilities and

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	the limits of the arrangement for both parties. 4.3 Maintain and explain ethical standards and public sector accountabilities. 4.4 Agree upon and use strategies for solving problems and dealing with conflict to build trust/mutual respect for the benefit of both parties.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPMNGT613A Develop partnering arrangements.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPMGT011 Develop partnering arrangements

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- establishing and fostering trusting, ongoing relationships with individuals and businesses
- using communication styles to suit different audiences and purposes
- explaining complex and formal policies and concepts to a variety of audiences
- applying workplace safety procedures to partnering activities

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- public sector ethics and accountability
- public sector values and codes of conduct
- government policies and procedures relating to public private partnering
- relationship contracting with the private sector
- relationship management in the context of partnering
- management of expectations in the context of partnering
- principles of cultural awareness and cross-cultural communication
- workplace safety issues relating to public private partnering

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Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPMGT012 Facilitate knowledge management

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPMNGT614A Facilitate knowledge management. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to manage knowledge and information in the business unit to improve productivity and organisational efficiency, promote innovation and meet business unit goals. It includes establishing the organisational context for knowledge management, developing capability, facilitating knowledge management, and integrating aspects of knowledge management with records management.

This unit applies to those working to facilitate knowledge management within their organisation.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work autonomously, performing complex tasks in a range of familiar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Management

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Establish the organisational context for knowledge management	1.1 Identify the organisation's history, culture, functions, strategic direction, performance and knowledge resources. 1.2 Identify organisational strategies and goals that may be assisted by the development of organisational capability in knowledge management. 1.3 Assess the current knowledge management position of the organisation and determine the strengths and weaknesses of its knowledge resources and activities. 1.4 Undertake consultation with stakeholders to raise and awareness of knowledge management and to establish goals for the business unit and/or the organisation. 1.5 Identify and explore the cultural aspects of knowledge and knowledge management in the context of the organisational environment.
2. Develop capability in knowledge management	2.1 Identify and promote the benefits of knowledge management. 2.2 Develop and align knowledge management initiatives with the overall organisational strategy. 2.3 Develop initiatives to build long-term capability in knowledge management and a culture of sharing knowledge and to create new knowledge in the organisation. 2.4 Build management and stakeholder support throughout knowledge management initiatives to ensure immediate successes are transformed into ongoing benefits.
3. Facilitate knowledge management	3.1 Facilitate methods for creating, discovering and acquiring knowledge in the business unit. 3.2 Promote methods and systems for capturing and storing knowledge. 3.3 Promote methods and systems for presenting, distributing and sharing knowledge. 3.4 Facilitate activities for revising and disposing of knowledge.
4. Integrate aspects of	4.1 Integrate processes for the management of explicit knowledge with the organisation's information management systems.

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knowledge management with information management	4.2 Record and store explicit knowledge. 4.3 Facilitate structuring, maintaining and linking of explicit knowledge to related organisational information. 4.4 Manage knowledge and information to improve their integration and use to meet business unit goals.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPMNGT614A Facilitate knowledge management.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPMGT012 Facilitate knowledge management

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- applying legislation, regulations and policies relating to knowledge management and information management
- showing leadership and taking risks in the context of knowledge management
- facilitating groups and learning
- communicating with a diverse range of stakeholders to build knowledge management capacity

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- public sector legislation including work health and safety and environment, regulations, policies, procedures and guidelines relating to knowledge management and information management, including privacy, freedom of information
- principles of knowledge management
- Australian Standard for Knowledge management
- tools and techniques related to introduction of knowledge management initiatives
- intersection of knowledge management with other disciplines, including organisational learning, information management/technology, human resources management, communications
- cultural aspects of knowledge and knowledge management

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Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPMGT013 Provide strategic direction

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPMNGT701B Provide strategic direction. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to provide strategic direction within the organisation. It includes analysing factors in the operating environment, developing and coordinating a strategy for determining strategic priorities, and formulating and communicating strategic priorities.

This unit applies to those working in roles involved in the strategic direction of the organisation.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently, performing sophisticated tasks in a range of familiar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Management

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Analyse factors in the operating environment	1.1 Analyse the organisation's purpose and direction within the overall government strategy, and its integration with other government service providers, with a view to determining key factors and issues. 1.2 Analyse the organisation's culture, values and strategic priorities with a view to determining key factors and issues. 1.3 Monitor and analyse internal and external factors likely to impact upon the organisation. 1.4 Explore best practice models related to the nature of the organisation's core business. 1.5 Identify and analyse client needs and preferences. 1.6 Identify and analyse legislation and organisational policies and practices that may impact upon organisation's operations.
2. Develop and coordinate a strategy for determining strategic priorities	2.1 Consult with key stakeholders. 2.2 Find constructive solutions where stakeholders are in conflict. 2.3 Use analysis and evaluation of information gained from a variety of sources, to identify strategic options for prioritisation. 2.4 Undertake benchmarking with other organisations or best practice standards to inform development of strategic priorities. 2.5 Consider priorities of other government service providers to ensure duplication will be avoided and services integrated for the benefit of clients.
3. Formulate and communicate strategic priorities	3.1 Develop strategic priorities that support overall government strategy. 3.2 Develop strategic priorities that embody the organisation's values, beliefs and philosophy. 3.3 Use strategic priorities to draw together and reflect the suggestions and interests of stakeholders. 3.4 Develop strategic priorities that embody a shared vision for the future and set out objectives that encourage staff to be creative and innovative in their approach to attaining objectives. 3.5 Communicate strategic priorities to stakeholders.

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	3.6 Monitor implementation to ensure strategic priorities are addressed through related business unit and individual objectives.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPMNGT701B Provide strategic direction.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPMGT013 Provide strategic direction

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- delegating work to others
- counselling and resolving conflict in teams
- using team building strategies
- using facilitation, negotiation and consultation requiring exchanges of complex oral information
- using consensual decision making skills
- keeping check of emotions when challenges arise, maintaining composure, perceiving the emotional motivators that drive individuals and groups in the workplace and engaging those motivators, where appropriate, to optimise organisational performance
- explaining complex ideas to different audiences
- interpreting and explaining complex, formal documents and assisting others to apply them in the workplace

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- organisational goals, policies and procedures
- the relationship between effective human resource functions and the attainment of business unit objectives
- human resource policies and practices
- environmental and sustainability practices

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- emotional intelligence principles and strategies
- group processes and facilitation techniques
- team building strategies
- the organisation's career and human resource development strategies, programs and plans
- conflict resolution strategies
- jurisdictional legislation applicable to management and human resource management functions

Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPMGT014 Undertake enterprise risk management

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPMNGT704A Undertake enterprise risk management. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to develop a risk management culture in the organisation to maximise the strategic outcomes. It includes influencing organisational culture and providing strategic direction in risk management.

This unit applies to those working in roles involved in enterprise risk management.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently performing complex tasks in a range of familiar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Management

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Influence organisational culture	1.1 Promote and reflect the strategic advantages of embedding risk management within organisational culture through the leadership position adopted on all matters related to the management of enterprise risk. 1.2 Embed risk management requirements and performance indicators in senior position profiles, organisational strategies, policies and plans to mainstream risk management as part of normal business operations. 1.3 Develop and implement strategies to promote knowledge sharing on risk and risk control across organisational functions. 1.4 Support and resource initiatives to embed risk management within organisational culture. 1.5 Resource and embed risk management training and awareness programs in induction and professional development opportunities provided to staff. 1.6 Monitor organisational culture, business outcomes and stakeholder feedback, and identify positive achievements related to risk management initiatives.
2. Provide strategic direction in risk management	2.1 Identify, analyse and communicate future trends and issues that may impact on the organisation's risk management strategies to senior management, business unit and line managers. 2.2 Identify the impact of current and changing needs of the organisation, and initiate the development of strategies to address risk management at the enterprise level. 2.3 Develop strategic priorities for risk management in the organisation to support overall government policies on risk management and to encourage staff to share information and think laterally. 2.4 Communicate strategic priorities to key stakeholders. 2.5 Inform key risk management stakeholders, of what constitutes best practice in the area of risk management and its potential impact on the organisation.

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Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPMNGT704A Undertake enterprise risk management.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPMGT014 Undertake enterprise risk management

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- articulating models of cultural change and influencing key stakeholders to participate
- influencing and consulting with others in the implementation of enterprise risk management
- explaining complex concepts and gaining support for implementation

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- legislation, regulations, policies, procedures and guidelines relating to risk management
- strategic approaches to risk management
- the principles of enterprise risk management
- models of cultural change

Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors

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Links

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PSPPCM001 Carry out basic procurement

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPPROC303A Carry out basic procurement. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to plan and undertake basic procurement of goods or services and receive goods or services.

This unit applies to those working in public sector roles whose duties include simple purchasing of low-value goods or services, and coordinating the end-to-end process.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work under supervision, and as part of a team, while performing routine tasks, in familiar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Procurement

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Plan for basic procurement of goods or services	1.1 Confirm procurement requirements and limit of delegated authority. 1.2 Determine the most suitable option for acquiring goods or services considering value for money. 1.3 Identify the approval process. 1.4 Conduct risk planning for the procurement activity.
2. Undertake procurement	2.1 Obtain quotes and approvals for procurement of goods or services with any conflict of interest declared and resolved. 2.2 Assess and select suppliers or service providers in line with the organisation's financial management system and on the basis of best value for money. 2.3 Initiate and conduct procurement in accordance with organisation's probity and governance requirements.
3. Receive goods or services	3.1 Implement quality assurance processes to ensure goods or services meet procurement specifications. 3.2 Resolve non-compliance with specifications within limits of own authority. 3.3 Confirm receipt of goods or services and process accounts for payment. 3.4 Maintain records and meet reporting obligations to provide an audit trail.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPPROC303A Carry out basic procurement.

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPPCM001 Carry out basic procurement

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion:

- writing and conveying procurement requirements
- consulting and negotiating with providers
- assessing procurement options and selecting the most suitable option
- assessing goods and services against specifications

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- Commonwealth, state/territory and local government procurement legislation, policies and procedures, including environmental purchasing guidelines
- conflict of interest, gifts and inappropriate relationships with providers relating to procurement of goods and services
- procurement options and methods
- coping with difficulties, irregularities and breakdowns in routine in 3 or more contexts or occasions

Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

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Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPPCM002 Dispose of assets

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPPROC405C Dispose of assets. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to dispose of assets and gain a return from sales. It includes identifying assets for disposal, developing and implementing an asset disposal strategy, and evaluating disposal.

This unit applies to those personnel whose duties include carrying out the disposal of assets.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit will be working independently, and as part of a team, while performing routine tasks in familiar context.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Procurement

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Develop a strategy for the disposal of assets	1.1 Identify assets for disposal. 1.2 Determine potential market value of assets. 1.3 Evaluate case for expending resources to add value to assets prior to sale. 1.4 Investigate options for disposal and determine method providing maximum return, in the context of policy, probity requirements and desired outcomes. 1.5 Consider disposal requirements for special categories of assets, including environmental and corporate social responsibility issues. 1.6 Consult stakeholders and incorporate feedback into strategy.
2. Implement a disposal strategy	2.1 Write off and dispose of goods according to approved disposal plan and requirements. 2.2 Maintain records for audit and evaluation purposes. 2.3 Evaluate asset disposal against expected outcomes, including forecast market value of assets and document.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPPROC405C Dispose of assets.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPPCM002 Dispose of assets

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion:

- preparing documentation and audit trail for disposed assets
- communicating and networking with clients, suppliers, stakeholders and end users
- providing feedback
- reading and applying complex formal documents
- making judgements to provide maximum return from asset disposal
- managing financial and other resources in the context of asset disposal
- applying probity requirements in relation to the disposal of assets

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- commonwealth, state or territory, and local government procurement guidelines
- requirements of financial rules and regulations relating to asset disposal
- legal aspects of disposals
- disposal approval processes
- implications of particular contracting agreements for asset disposal
- implications of asset disposal for whole-of-life considerations
- options for government disposal
- risk management procedures for disposal of assets
- disposal requirements for special categories of assets
- probity principles and issues

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- codes of conduct, codes of practice and standards of individual behaviour relating to disposal of assets
- legislation, policy and procedures relating to asset disposal, including WHS, environmental, sustainability and corporate social responsibility considerations

Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPPCM003 Procure goods and services

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPPROC406B Procure goods and services. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to manage the expenditure of public monies for simple procurement of low value/low risk goods and services using contractual arrangements that include simple tendering and requests for quotation. The unit requires analysis and decision making in the procurement process. It includes planning and undertaking procurement, managing contractors and completing contractual arrangements.

This unit applies to those who enter into contracts or go out to tender or manage the procurement but are not procurement professionals. Those undertaking this unit may be developing a request for tender but procurement is not a major part of their role.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work under minor supervision, while performing routine tasks in familiar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Procurement

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Plan for procurement of goods and services	1.1 Identify and select options for procuring goods and services using market assessment. 1.2 Identify commercial strategy to achieve the procurement outcome set out in the business plan, achieve value for money, and meet legal and probity requirements. 1.3 Conduct risk planning for the procurement activity. 1.4 Identify process and criteria for evaluation of offers from suppliers or service providers to meet public sector probity requirements, and record them in a tender evaluation plan. 1.5 Develop procurement plan to manage procurement process and contractual arrangements. 1.6 Consult stakeholders about the planned procurement and incorporate their feedback into the procurement process.
2. Undertake procurement	2.1 Choose method for requesting and receiving offers to suit the procurement activity and comply with organisational policy and procedures and probity requirements. 2.2 Evaluate offers using specialist expertise as required and select. 2.3 Undertake notification of successful and unsuccessful suppliers. 2.4 Ensure contractual arrangements are formalised before work commences and payment is made. 2.5 Negotiate, formalise and report contractual arrangements that are legally binding to all parties and suitable to the procurement activity.
3. Manage contractors	3.1 Establish communication strategies to build and maintain relationships with contractors. 3.2 Monitor performance against contract performance indicators for quality assurance of the goods or services and to ensure compliance with contract specifications. 3.3 Monitor and review contract performance indicators to ensure relevance. 3.4 Obtain approvals for contract variations. 3.5 Investigate, document and resolve or refer disputes or complaints.

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	3.6 Ensure contractual obligations to contractors are met. 3.7 Maintain records to provide an audit trail and for other organisational purposes.
4. Complete contractual arrangements	4.1 Confirm goods and services received as meeting contractual specification and required outcome, and process accounts for payment. 4.2 Finalise, cancel or terminate contracts. 4.3 Evaluate and record contract performance, outcomes and management processes, to inform ongoing contract management practices.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPPROC406B Procure goods and services.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPPCM003 Procure goods and services

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- writing procurement specifications in unambiguous terms
- consulting and negotiating with providers
- writing, reading and/or signing contractual agreements
- engaging in ongoing communication with contractors that may involve explaining or clarifying written and oral information, note-taking at meetings, active listening, and checking for understanding
- providing feedback
- evaluating procurement options and selecting the most suitable option
- assessing goods or services provided against specifications
- managing contractor performance against contract requirements
- making payments and managing financial arrangements
- learning skills to keep up-to-date with relevant procurement legislation, policies and procedures

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- organisational procurement policies, practices and approval processes
- organisation’s code of conduct and code of ethics
- procurement options and methods

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- probity and ethical issues
- codes of conduct, codes of practice and standards of individual behaviour relating to procuring goods and services, in particular identifying and managing conflict of interest, gifts and inappropriate relationships with providers
- procedures for receipt and payment of goods or services
- common use arrangements
- procurement approval procedures
- financial accountability requirements
- aspects of contract law, laws of tort, trade practices law, commercial law and other legislation relating to receipt and evaluation of offers, negotiation and award of contracts

Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPPCM004 Plan procurement

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPPROC411A Plan procurement. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to plan, justify and approve of procurement requirements to achieve the required outcome. It includes defining and justifying the need, researching potential impact and risks, and securing organisational support to proceed with procurement activity

This unit applies to those working as public sector staff required to plan procurement.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work under minor supervision, while performing complex tasks in familiar context.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Procurement

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Interpret procurement requirements	1.1 Consult with stakeholders to determine whether viable alternatives to procurement exist that address identified business need, to define and clarify requirements, and to justify the procurement decision. 1.2 Conduct scoping of procurement requirements identifying outcomes, objectives and logistics or supply chain factors. 1.3 Conduct market analysis to identify factors that may impact on procurement decisions. 1.4 Confirm procurement approvals and appropriations for whole-of-life of the activity. 1.5 Access information on sources of supply to determine possible providers and identify and resolve any conflict of interest. 1.6 Specify planned provider contract arrangements. 1.7 Investigate issues and opportunities for integration into procurement activity.
2. Plan procurement activities	2.1 Outline procurement requirement from transition to close out. 2.2 Plan opportunities to obtain stakeholder input at all stages of the procurement process. 2.3 Confirm resource requirements and nominate responsible authorities. 2.4 Include strategies for briefing potential bidders when required, and ensure they are practical and meet probity requirements of fairness and impartiality, public sector standards and organisational protocols.
3. Manage procurement plans	3.1 Develop and approve procurement documentation and procurement plan which contains relevant detail about the procurement process and desired business outcomes. 3.2 Seek stakeholder input at all stages during the development of the procurement plan. 3.3 Consider probity risks in the procurement process. 3.4 Communicate approved procurement plan or strategy to stakeholders.

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Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPPROC411A Plan procurement.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPPCM004 Plan procurement

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- consulting with stakeholders
- writing a procurement requirement
- analysing issues relating to procurement need
- making comparisons, justifying a point of view and providing supporting evidence
- researching issues relating to procurement need
- planning issues relating to procurement need
- learning skills to keep up-to-date with relevant procurement legislation, policies and procedures

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- Commonwealth, state or territory, and local government legislation, policies, practices and guidelines relating to contract management, including environmental purchasing and corporate social responsibility guidance
- organisational procurement policies, practices and approval processes
- probity principles and issues
- codes of conduct, codes of practice and standards of individual behaviour relating to procurement
- life cycle costs
- whole-of-life considerations
- technical knowledge or subject matter expertise in the goods or services being procured

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- aspects of law of contract, laws of tort, trade practices law, commercial law and other legislation relating to receipt and evaluation of offers, negotiation and award of contracts

Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPPCM005 Develop and distribute requests for offers

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPPROC412A Develop and distribute requests for offers. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to develop and disseminate a request for offers to fulfil procurement requirements. It includes specifying the requirement, developing the formal request for offer documents and developing the offer evaluation plan.

This unit applies to those working as public sector staff required to develop and distribute requests for offers.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work under supervision, while performing complex tasks in familiar context.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Procurement

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Specify procurement requirement	1.1 Undertake scoping of requirement to identify outcomes, objectives and practical requirements. 1.2 Prepare statement of requirement. 1.3 Consider needs of clients, end users and other stakeholders and incorporate into statement of requirement. 1.4 Ensure procurement outcome is fair to, and achievable by, potential providers. 1.5 Specify planned provider contract arrangements, standards of performance and codes of practice, incentives, disincentives and performance measures.
2. Develop request for offers	2.1 Develop and clarify request for offers and contractual conditions suitable for procurement activity with clients, providers and/or experts as necessary. 2.2 Develop and clarify contractual conditions suitable for procurement activity with clients, providers and/or experts as necessary. 2.3 Obtain input on content of request for offer documents and proposed contractual conditions from market according to probity requirement of impartiality when possible and appropriate. 2.4 Obtain approvals to approach marketplace. 2.5 Maintain records relating to documenting request, and seeking, processing and closing offers.
3. Manage offer evaluation plan	3.1 Develop and document offer evaluation plan, including criteria for evaluation and approve prior to releasing formal request documentation to the market. 3.2 Arrange specialist expertise to evaluate offers and membership of evaluation panel if required. 3.3 Ensure offer evaluation plan complies with probity requirements, in particular impartiality and management of conflict of interest.
4. Manage distribution and receipt of offers	4.1 Disseminate request for offers. 4.2 Clarify information in the request for offer as required. 4.3 Disseminate requests for offers and closing offers in line with probity issues. 4.4 Deal with late offers and non-conforming bids.

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Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPPROC412A Develop and distribute requests for offers.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPPCM005 Develop and distribute requests for offers

Modification History

Not applicable.

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- consulting with stakeholders, specialists and providers
- reading complex documents
- applying probity requirements in specifying and developing requests for offers, providing briefings and information, and receiving offers
- managing the release of documents to stakeholders
- learning skills to keep up-to-date with relevant procurement legislation, policies and procedures

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- Commonwealth, state or territory, and local government legislation, policies, practices and guidelines: relating to requests for offers, including environmental purchasing and corporate social responsibility guidance
- organisational procurement policies, practices and approval processes
- probity principles and issues
- codes of conduct, codes of practice and standards of individual behaviour relating to developing and receiving requests for offers
- issues to be considered when developing requests for offers, including things like buying locally, and open or restricted opportunities to tender
- aspects of law of contract, laws of tort, trade practices law, commercial law and other legislation relating to requests for offers

Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

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Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPPCM006 Select providers and develop contracts

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPPROC413A Select providers and develop contracts. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to select preferred providers as a result of a formal request for offer process. It includes evaluating offers, obtaining approvals, developing and formalising contractual arrangements, and debriefing the market and other stakeholders.

This unit applies to those working as public sector staff required to select providers.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work under supervision, while performing complex tasks in familiar context.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Procurement

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Select preferred providers	1.1 Form and coordinate evaluation panel. 1.2 Evaluate offers according to evaluation plan and organisational probity requirements which relate to managing conflicts of interest and adherence to public sector standards. 1.3 Obtain specialist expertise where necessary to assist with evaluation of offers. 1.4 Undertake clarification and negotiation of matters contained in offers with bidders. 1.5 Select preferred providers and develop, justify and document recommendations for allocation of business against selection criteria. 1.6 Obtain approvals for the recommended offers. 1.7 Notify successful providers.
2. Develop and formalise contractual arrangements	2.1 Obtain approvals to enter negotiations and negotiate final wording of contract. 2.2 Obtain approvals to enter into contracts and ensure contracts are signed by all parties before contracted work commences. 2.3 Structure contracts to capture and address identified risks, protect both parties, provide the basis for due performance, and outline expected standards of behaviour. 2.4 Ensure contracts are valid and legally binding to the parties.
3. Debrief market and other stakeholders	3.1 Provide advice on the contractual arrangements to internal stakeholders. 3.2 Inform unsuccessful bidders and provide constructive feedback on their proposals. 3.3 Make details of successful providers public.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

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Unit Mapping Information

This unit supersedes and is equivalent to PSPPROC413A Select providers and develop contracts.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPPCM006 Select providers and develop contracts

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- consulting and negotiating with contractors and stakeholders, involving complex oral and written exchanges of information
- networking within probity boundaries with diverse stakeholders and contractors
- applying probity requirements in evaluating offers, formalising contracts and debriefing stakeholders
- planning and organising skills to analyse and compare written information to ensure key elements from the specification and the procurement plan are captured in the written contract
- learning skills to keep up-to-date with relevant procurement legislation, policies and procedures

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- Commonwealth, state or territory, and local government legislation, policies, practices and guidelines relating to award of contracts, including environmental purchasing and corporate social responsibility guidance
- organisational procurement policies, practices and approval processes
- probity principles and issues
- codes of conduct, codes of practice and standards of individual behaviour relating to receipt and selection of offers

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- aspects of law of contract, laws of tort, trade practices law, commercial law and other legislation relating to receipt and evaluation of offers, negotiation and award of contracts
- equal employment opportunity

Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPPCM007 Manage contracts

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPPROC414A Manage contracts. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to manage contracts. It includes undertaking preparations, establishing and maintaining contract management arrangements, monitoring and maintaining contract performance, and completing and reviewing contracts.

This unit applies to those working as public sector employees with responsibilities relating to contract management.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work autonomously with management responsibilities while performing complex tasks in familiar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Procurement

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare to manage a contract	1.1 Confirm and clarify contract requirements, approvals and funding arrangements and identify obligations and limits of authority. 1.2 Clarify and assist with contract administration issues by contacting specialists and stakeholders and confirm operational elements of the contract. 1.3 Identify and clarify key contract clauses. 1.4 Identify and confirm process, timings, and key performance indicators with stakeholders. 1.5 Develop or review the risk management plan. 1.6 Develop or obtain contract management strategy and enter key details from the contract. 1.7 Form contract management team and allocate roles and responsibilities.
2. Implement a contract management strategy	2.1 Confirm and implement start-up or transition arrangements. 2.2 Establish information and contractor and stakeholder communication strategies. 2.3 Monitor and update risk management plan. 2.4 Manage relationship with contractors and stakeholders. 2.5 Obtain specialist expertise as necessary for progress meetings and for advice on or resolution of contract issues. 2.6 Maintain contract information and documentation.
3. Monitor and maintain performance of a contract	3.1 Ensure obligations to contractor and stakeholders are met. 3.2 Use monitoring and control measures and performance indicators to manage performance of contract and ensure that all obligations under the agreement are being met. 3.3 Manage contract variations. 3.4 Investigate and resolve or refer disputes and complaints. 3.5 Manage negotiation of contract issues. 3.6 Maintain communication with all stakeholders on the performance of the contract.
4. Complete and review contract	4.1 Confirm client satisfaction with contract deliverables. 4.2 Finalise, amend, cancel or terminate contracts. 4.3 Manage close-out, and renewal of contract or transition to a new contract. 4.4 Review contract management, contractor performance, user

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	satisfaction and audit results. 4.5 Document and explain variances to measures or outcomes that are not met in full. 4.6 Report on contractor performance and review contract management practice and make recommendations for improvement.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPPROC414A Manage contracts.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPPCM007 Manage contracts

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- consulting and negotiating with contractors and stakeholders, involving complex oral and written exchanges of information
- networking, within probity boundaries, with diverse stakeholders and contractors
- interpreting complex documents, including contracts, legislation and guidelines
- applying simple supply chain and supplier issues management techniques

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- commonwealth, state or territory, and local government legislation, policies, practices and guidelines relating to contract management, including environmental purchasing and corporate social responsibility guidance
- contract performance management
- privacy and confidentiality issues
- probity principles and issues
- financial and accounting issues relevant to the contract

Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

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Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPPCM008 Manage contract performance

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPPROC503B Manage contract performance. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to implement strategies that ensure effective contract performance. It includes managing the business relationship, performance of the contract, and contract issues; and implementing a communication strategy.

This unit applies to those working in roles involved in procurement contract maintenance.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently seeking advice as required, performing complex tasks in a range of familiar and unfamiliar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Procurement

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Manage the business relationship	1.1 Manage probity. 1.2 Meet obligations to the contractor. 1.3 Record consideration of conflicts of interest and their resolution. 1.4 Manage business relationship with contractor in the public interest through formal and informal mechanisms.
2. Manage performance of the contract	2.1 Implement start-up or transition arrangements. 2.2 Monitor and update contract management plan for effectiveness regularly. 2.3 Monitor performance of contract against key performance indicators and track milestones to ensure obligations under the agreement are being met. 2.4 Manage e-procurement, financial and other resources. 2.5 Identify and manage emerging and potential risks.
3. Manage contract issues	3.1 Manage contract variations. 3.2 Identify early signs of under-performance, and take action to improve performance. 3.3 Investigate and resolve or refer disputes and complaints. 3.4 Conduct negotiation of contract issues. 3.5 Address and resolve or refer conflict. 3.6 Deal with non-compliance with codes of conduct, codes of practice and standards of behaviour.
4. Implement communication and information strategy	4.1 Maintain communication on the performance of the contract with all stakeholders. 4.2 Carry out management reporting. 4.3 Maintain contract information for organisational purposes.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

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Unit Mapping Information

This unit supersedes and is equivalent to PSPPROC503B Manage contract performance.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPPCM008 Manage contract performance

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- networking with contractors and stakeholders
- reading and applying complex documents, including contracts, legislation and guidelines
- writing management reports and keeping records of meetings, liaison, notes and follow-up actions
- building effective working relationships with contractors and stakeholders
- modelling effective team management approaches
- referring issues to the correct person
- resolving disputes, conflict and complaints
- making judgements about when to refer disputes, conflict and complaints to others
- applying understanding of supplier issues/supply chain management in the context of contract management
- managing contract documentation
- planning and organising contract meetings, reports and reviews
- maintaining currency of best practice examples in procurement practice and relevant procurement legislation, policies and procedures
- use electronic procurement templates

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

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- Commonwealth, state or territory, and local government legislation, policies, practices and guidelines relating to contract management, including environmental purchasing and corporate social responsibility guidance
- organisational procurement policies, practices and approval processes
- contract management for diverse contractual situations
- privacy and confidentiality issues
- codes of conduct, codes of practice and standards of individual behaviour relating to management of contracts and relationships with contractors
- financial and accounting issues relevant to the contract
- legal aspects of negotiation
- aspects of law of contracts, trade practices law and commercial law relevant to the management of contracts relating to complex procurement

Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPPCM009 Finalise contracts

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPPROC504B Finalise contracts. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to finalise processes for contracts. It includes completing contracts and implementing a contract review strategy.

This unit applies to those working as public sector staff with responsibility for finalising contracts.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to

Those undertaking this unit would work autonomously while performing complex tasks, in familiar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Procurement

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Complete contracts	1.1 Review contracts due to expire to determine future requirements, and canvass options meeting requirements. 1.2 Implement strategies to manage closure, renewal of contracts, or transition to a new contract. 1.3 Finalise, amend, cancel or terminate contracts according to arrangements. 1.4 Consult with contractor, and report completion, addressing contractor and contract manager performance.
2. Implement contract review strategy	2.1 Determine timing of contract review to ensure a smooth transition to post contract arrangements. 2.2 Review and monitor contract including contract management, contractor performance, user satisfaction and audit results. 2.3 Document variances where measures or outcomes are not met in full. 2.4 Prepare review report documenting outcomes against plans, final costs, user satisfaction, lessons learnt and any shortcomings in contract planning, management policies and procedures. 2.5 Suggest recommendations for improvement and support them with evidence.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPPROC504B Finalise contracts.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPPCM009 Finalise contracts

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- consulting and negotiating with contractors and stakeholders, involving complex oral and written exchanges of information
- writing closure reports
- finalising outstanding issues so the contract can be closed
- identifying improvements to the contract management process
- managing contract closure documentation
- planning and organising contract closure meetings, reports and reviews

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- Commonwealth, state or territory, and local government legislation, policies, practices and guidelines relating to contract finalisation and review, including environmental purchasing and corporate social responsibility guidance
- privacy and confidentiality issues, including the requirement to appropriately classify information to ensure transparency as well as to treat bids as commercial-in-confidence
- probity principles and issues
- codes of conduct, codes of practice and standards of individual behaviour relating to finalising contracts
- record keeping for official or historical records
- financial and accounting issues relevant to the contract

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- aspects of contract law, trade practices law and commercial law relevant to the finalisation of contracts relating to complex procurement

Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

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PSPPCM010 Manage procurement risk

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPPROC505A Manage procurement risk. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to manage risks associated with all stages of procurement. It includes assessing risk, and preparing, implementing and reviewing a risk management plan.

This unit applies to those working as public sector staff in roles that involve managing procurement risks.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work autonomously while performing complex tasks, in familiar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Procurement

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Assess risk	1.1 Identify legislation, policies, business processes and resources impacting the contract. 1.2 Identify procurement outcomes and internal inputs required. 1.3 Identify and confirm critical success factors required. 1.4 Identify non trivial procurement risks. 1.5 Identify potential probity risks. 1.6 Analyse causes of risk and their potential impact. 1.7 Determine likelihood and consequences of risks and develop risk assessments.
2. Prepare risk management plan	2.1 Develop preliminary risk management plan to address risks identified in planning phase. 2.2 Identify acceptable risks and those requiring treatment. 2.3 Design treatments to reduce risks to an acceptable level. 2.4 Develop plans for implementing new treatments, additional risk controls or modifications to existing controls. 2.5 Monitor risk level at key points during procurement process and, review and adjust risk management plan to cover procurement activity risks not already identified.
3. Implement and review risk management plan	3.1 Implement risk controls and treatments according to the treatment plan. 3.2 Implement risk management plan, monitor and revise to include potential or emerging risks during the life of the procurement activity. 3.3 Improve risk treatments and controls using review results.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

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Unit Mapping Information

Links

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Assessment Requirements for PSPPCM010 Manage procurement risk

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- writing risk management plans using templates or a recognised risk management methodology
- interpreting complex, formal documents
- making verbal and written recommendations about the management of procurement and contracting risks
- analysing risks associated with procurement and contract
- managing and updating the risk management plan
- learning skills to keep up-to-date with relevant procurement legislation, policies and procedures

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- Commonwealth, state or territory, and local government legislation, policies, practices and guidelines relating to contract risk management
- organisational procurement policies, practices and approval processes
- risk management procedures
- probity principles and issues, particularly as they relate to probity risks
- codes of conduct, codes of practice and standards of individual behaviour relating to the procurement process

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- risks associated with financial and accounting issues relevant to procurement and contract management
- supplier issues and supply chain management in the context of procurement risk management
- aspects of law of contracts, trade practices law and commercial law relevant to risk management relating to complex procurement
- equal employment opportunity relevant to procurement and contract management
- environmental, sustainability and corporate social responsibility principles relevant to procurement and contract management

Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors

Links

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PSPPCM011 Plan to manage a contract

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPPROC506A Plan to manage a contract. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to establish arrangements for contract management. It includes confirming contract requirements, preparing a contract management plan, developing stakeholder relationships and implementing contract strategies and contractual arrangements.

This unit applies to those working in roles involving procurement contract management.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work autonomously while performing complex tasks, in familiar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Procurement

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Confirm contract requirements	1.1 Identify legislation, public sector standards and organisational requirements relating to probity, financial management, approvals and other considerations for inclusion in the contract management plan. 1.2 Re-confirm contract requirements with all parties. 1.3 Determine obligations to the contractor, limits of authority and delegations according to contractual arrangements. 1.4 Confirm start-up or transition arrangements.
2. Prepare contract management plan	2.1 Identify contract risks and develop a risk management plan. 2.2 Determine procedures to identify, receive and address contract variations. 2.3 Determine procedures to investigate, resolve or refer disputes or complaints. 2.4 Develop and negotiate key performance indicators and identify and approve administrative processes for the life of the contract. 2.5 Document, obtain approval on and maintain a contract management plan that addresses key elements. 2.6 Apply expected standards of behaviour, probity and privacy principles to all elements of contract management plan. 2.7 Apply environmental, sustainability and corporate social responsibility principles to all elements of contract management plan.
3. Develop stakeholder relationships	3.1 Identify stakeholder networks and relationships. 3.2 Use networking strategies to establish, develop and maintain working relationships to promote benefits to the contract requirements. 3.3 Develop and maintain confidence of stakeholders through high standards of behaviour and ethical conduct. 3.4 Use negotiation strategies to achieve positive outcomes when difficult situations arise. 3.5 Identify and confirm communication requirements in line with contractual obligations and stakeholder needs.
4. Implement contract strategies	4.1 Identify requirements of confidentiality and freedom of information for the contract. 4.2 Develop communication and/or information strategy that matches needs of the organisation, the contract and the contractor's

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	business environment. 4.3 Establish contract review requirements with stakeholders. 4.4 Develop contract review strategy to review management of the contract, contractor performance and user satisfaction.
5. Implement contractual arrangements	5.1 Establish and manage business relationship with contractor. 5.2 Implement start-up or transition arrangements. 5.3 Establish financial, administrative and information management processes. 5.4 Implement contractual arrangements according to contract management plan. 5.5 Maintain appropriate records for the life of the contract.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPPROC506A Plan to manage a contract.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPPCM011 Plan to manage a contract

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- networking, consulting and negotiating with contractors and stakeholders
- developing a written contract management plan and sub-plans
- reading and applying complex documents, including contracts, legislation and guidelines
- provide feedback
- modelling effective team management approaches
- referring issues to the correct person
- applying understanding of supplier issues and supply chain management in the context of procurement risk management
- planning and organising skills to manage and update the contract management plan and sub-plans
- maintaining currency of best practice examples in procurement practice and relevant procurement legislation, policies and procedures
- use electronic procurement templates

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- Commonwealth, state or territory, and local government legislation, policies, practices and guidelines relating to contract management, including environmental purchasing, sustainability and corporate social responsibility guidance relevant to the contract
- organisational procurement policies, practices and approval processes

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- contract management planning for diverse contractual situations
- privacy and confidentiality issues
- codes of conduct, codes of practice and standards of individual behaviour relating to management of contracts and relationships with contractors
- financial and accounting issues relevant to the contract

Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

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PSPPCM012 Plan for procurement outcomes

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPPROC507A Plan for procurement outcomes. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to apply advanced planning to complex procurement within established guidelines, policies and procedures.

This unit applies to those working in roles involving procurement planning.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work would work autonomously while performing complex tasks, in familiar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Procurement

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Establish, apply and manage procurement governance arrangements	1.1 Make contributions to forward procurement planning. 1.2 Apply organisational, financial and budgetary framework effectively to procurement. 1.3 Research and apply organisational objectives, policies and goals. 1.4 Identify and apply relevant interacting legislative, policy and probity requirements to the proposed procurement activity. 1.5 Develop and/or assess procurement needs, aligned to organisational objectives, business plan and appropriate justification of estimated procurement expenditure. 1.6 Propose alternatives to procurement action where appropriate. 1.7 Apply and manage probity principles when planning procurement activities.
2. Identify, consult with and manage procurement stakeholders	2.1 Identify internal and external stakeholders for procurement activities. 2.2 Develop strategies to effectively gather information from and distribute information to procurement stakeholders throughout the procurement process. 2.3 Inform and educate stakeholders on the concept of value for money. 2.4 Develop strategies for the ongoing consideration and management of key stakeholders.
3. Conduct market research and develop appropriate strategies to approach the market	3.1 Conduct market research and analysis. 3.2 Identify strengths and weaknesses of the market. 3.3 Determine appropriate procurement options and procurement methods for approaching the market, taking into account relevant jurisdictional and organisational policy requirements.
4. Identify, source and manage resources to conduct procurement processes	4.1 Identify, seek and manage financial and budgetary resources required to effectively conduct procurement processes. 4.2 Identify, seek and manage technical and procurement expertise required to effectively conduct procurement processes, including the establishment of tender evaluation panel or working group. 4.3 Determine and apply appropriate structures and processes to the conduct of the procurement, including operation of the tender evaluation panel or working group.

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	4.4 Plan and communicate appropriate lead times for conducting procurement processes to stakeholders.
5. Define procurement specifications and requirements	5.1 Align procurement requirements with organisational objectives and business plans that are realistic in terms of the capacity of the market to supply. 5.2 Develop and/or critically assess statements of requirements and specifications that meet business needs of the organisation. 5.3 Review previous procurements and consult stakeholders to inform and define the specifications. 5.4 Explore the viability of specifications to ensure risks and whole-of-life costs and benefits are identified and to support value for money.
6. Undertake detailed procurement planning	6.1 Assist stakeholders to make meaningful contributions to procurement plans. 6.2 Conduct procurement risk assessments and determine appropriate risk management strategies. 6.3 Address jurisdictional, organisational, legislative, policy and probity requirements. 6.4 Design a procurement process that achieves a value for money outcome, including consideration of whole-of-life costs and benefits. 6.5 Document detailed procurement plans and sub-plans for the various activities that will be conducted throughout the procurement process, including evaluation and reporting requirements. 6.6 Plan prompt execution of financial delegations and other approvals. 6.7 Undertake procurement activity in line with jurisdictional, organisational and best practice requirements for accountability and transparency, including record keeping and reporting regimes.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPPROC507A Plan for procurement outcomes.

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Links

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Assessment Requirements for PSPPCM012 Plan for procurement outcomes

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- networking, consulting and negotiating with contractors and stakeholders
- writing a business case
- reading and applying complex documents, including contracts, legislation and guidelines
- providing feedback
- modelling effective team management approaches
- referring issues to the correct person
- resolving complicated procurement issues
- developing options for inclusion in a business case
- undertaking research and business analysis
- planning procurement processes in alignment with business and organisational goals
- documenting procurement planning decisions and expected outcomes
- managing and updating the procurement plan and sub-plans
- maintaining currency in best practice examples in procurement practice and relevant procurement legislation, policies and procedures
- using electronic procurement templates

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

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- Commonwealth, state or territory, and local government legislation, policies, practices and guidelines relating to contract management, including environmental purchasing and corporate social responsibility guidance
- organisational procurement policies, practices and approval processes
- procurement planning for complex procurement requirements and associated outcomes in alignment with business and organisational goals
- probity principles and issues
- codes of conduct, codes of practice and standards of individual behaviour relating to the procurement process
- government procurement environment
- legal requirements of government procurement
- implications of particular procurement arrangements
- whole-of-life considerations
- financial and accounting issues relevant to the procurement
- cultural issues relating to complex procurement and industry development in certain industry sectors
- relationship management

Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPPCM013 Make procurement decisions

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPPROC508A Make procurement decisions. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to perform advanced decision making for complex procurement within established guidelines, policies and procedures.

This unit applies to those working roles involved in making procurement decisions.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work autonomously, performing complex tasks, in a range of familiar and unfamiliar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Procurement

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Comply with legal and policy obligations implicit in making procurement decisions	1.1 Identify and apply legislative and policy requirements and organisational objectives and goals to inform procurement decisions. 1.2 Apply and manage probity principles of fairness and impartiality when making procurement decisions at all stages of the process.
2. Establish context for the procurement activity	2.1 Identify and consider factors that may influence procurement decisions in the context of legislation, policy and organisational/business requirements to support effective decision making. 2.2 Consult with stakeholders to determine likely impact of key factors at all stages of procurement process. 2.3 Reflect determined key factors in procurement decisions affecting the procurement. 2.4 Document factors affecting procurement decisions.
3. Select and approve procurement methods	3.1 Select procurement methods based on jurisdictional, legislative and policy requirements and suitability for the procurement requirements. 3.2 Consider factors and risks in selecting procurement method. 3.3 Record justification for selected procurement method. 3.4 Exercise approvals for the selection of procurement methods and record.
4. Select and approve contractual arrangements	4.1 Select contractual arrangements, based on jurisdictional and policy requirements and suitability for the procurement requirements. 4.2 Consider factors and risks in selecting contractual arrangements. 4.3 Record justification for selected contractual arrangements. 4.4 Exercise approvals for the selection of contractual arrangements and record.
5. Identify and consider factors affecting supplier choice	5.1 Research and assess supplier capability as part of offer evaluation. 5.2 Research and apply supplier supply chain management considerations in the context of policy requirements when making procurement decisions. 5.3 Apply broader value for money considerations to support and

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	inform decisions.
6. Conduct tender evaluation	6.1 Form a tender evaluation panel or similar when required by policy or to meet probity requirements. 6.2 Provide advice, support and guidance on procurement processes and probity requirements to members of the tender evaluation panel. 6.3 Resolve any issues that arise during tender evaluation using negotiation and communication skills and procurement knowledge. 6.4 Document tender decision-making processes and decisions reached in a format suited to the procurement being undertaken. 6.5 Make written procurement recommendations to the approval delegate after considering advice of panel.
7. Maintain effective accountability and transparency in procurement decision making	7.1 Maintain records, including plans and sub-plans, to provide an effective audit trail of decisions taken throughout the procurement process. 7.2 Maintain compliance with jurisdictional and organisational procurement reporting requirements. 7.3 Maintain records to provide aggregate procurement reporting requirements internal and external to the organisation.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPPROC508A Make procurement decisions.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPPCM013 Make procurement decisions

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- networking, consulting and negotiating with contractors and stakeholders
- writing a business case
- reading and applying complex documents, including contracts, legislation and guidelines
- providing feedback
- resolving complicated procurement issues
- developing options for inclusion in a business case
- applying decision-making processes or methodologies
- undertaking research and business analysis
- documenting procurement decisions
- managing and updating procurement plans
- maintaining currency in best practice examples in procurement practice and relevant procurement legislation, policies and procedures
- operate organisational IT systems

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- Commonwealth, state or territory, and local government legislation, policies, practices and guidelines relating to procurement, including environmental purchasing and corporate social responsibility guidance

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- organisational procurement policies, practices and approval processes
- procurement planning for complex procurement requirements and outcomes
- decision-making processes and methodologies
- codes of conduct, codes of practice and standards of individual behaviour relating to procurement decisions
- government procurement environment
- legal requirements of government procurement
- implications of particular procurement arrangements
- whole-of-life considerations
- financial and accounting issues relevant to the procurement
- cultural issues relating to complex procurement and industry development in certain sectors
- relationship management

Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPPCM014 Participate in budget and procurement review processes

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPPROC509A Participate in budget and procurement review processes. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to participate in government budget and review processes to ensure that procurement and contract management activities occur within established procedures and financial obligations are fulfilled.

This unit applies to those working in roles involving budgets and reviews for procurement.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently seeking advice as required, performing complex tasks in a range of familiar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Procurement

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Comply with the budget cycle	1.1 Identify and incorporate requirements of legislation, policy and guidelines relevant to the budget cycle into criteria for decision making. 1.2 Produce calendar of budget cycle, including identification of approval stages and deadlines. 1.3 Document and explain organisation's internal budget processes to staff. 1.4 Develop compliance strategies to ensure budget process obligations are met, including security requirements. 1.5 Identify consequences of non-compliance with obligations and produce strategies to mitigate non-compliance.
2. Meet cabinet and other approval process	2.1 Identify and apply appropriate cabinet and/or other approval processes. 2.2 Use relevant cabinet documentation templates to prepare cabinet papers and submissions. 2.3 Adhere to security requirements applicable to cabinet papers and other submissions. 2.4 Meet policy requirements of the organisation applicable to cabinet papers and other submissions. 2.5 Comply with internal organisational processes for cabinet submissions.
3. Prepare a simple business case	3.1 Identify outcomes expected of the business case. 3.2 Prepare work plans in consultation with management and other stakeholders to ensure that business case satisfies guidelines and supports expected outcomes. 3.3 Seek information to support the business case from inside and outside the organisation and confirm its authenticity and reliability. 3.4 Organise information gathered into concise, logical arguments to support required outcomes. 3.5 Arrange appropriate reviewers for the business case and incorporate their comments into the final submission.
4. Comply with government procurement	4.1 Identify and analyse requirements of legislation, and policy and probity guidelines for procurement reviews for relevance to the procurement activity.

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review processes	4.2 Build applicable procurement review processes into activity plan. 4.3 Prepare plans to ensure procurement reviews undertaken by internal or external bodies are provided with assistance required to achieve the review. 4.4 Prepare records and information to enable procurement review to be completed in a prompt and efficient way.
5. Implement procurement review recommendations	5.1 Assess recommendations from procurement review processes against organisational policies and procedures. 5.2 Address organisation-wide implications of recommendations through communication with areas of the organisation affected by the recommendations. 5.3 Develop and initiate processes for continuous improvement reflecting the recommendations. 5.4 Evaluate the implementation of recommendations at appropriate intervals to ensure continuous improvement.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPPROC509A Participate in budget and procurement review processes.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPPCM014 Participate in budget and procurement review processes

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- consulting and negotiating with stakeholders
- developing concise arguments, using conceptual and reasoning skills
- conveying the required message in potentially hostile situations
- writing reviews, reports, submissions and other complex documents
- reading and applying complex documents, including contracts, legislation and guidelines
- providing feedback
- modelling effective team management approaches
- referring issues to the correct person
- problem-solving skills to apply decision-making processes or methodologies
- anticipating and neutralising potential arguments and objections
- undertaking research and business analysis
- documenting procurement review and budget decisions in an appropriate format
- developing costings for budget and other submissions
- maintaining currency of best practice examples in procurement practice and relevant procurement legislation, policies and procedures
- operate organisational IT systems

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

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- Commonwealth, state or territory, and local government legislation, policies, practices and guidelines relating to budget and procurement review processes, including environmental purchasing and corporate social responsibility guidance
- organisational procurement policies, practices and approval processes
- risk management procedures
- probity principles and issues that relate to budget and procurement processes
- codes of conduct, codes of practice and standards of individual behaviour relating to budget and procurement processes
- risks associated with financial and accounting issues relevant to budget and procurement review processes
- environmental, sustainability and corporate social responsibility principles relevant to budget and procurement review processes

Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

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PSPPCM015 Conduct and manage coordinated procurement

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPPROC510A Conduct and manage coordinated procurement. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to identify and use existing coordinated procurement contracts (CPC) and cooperative procurement arrangements (CPA) to establish new CPAs across agencies and to arrange for organisations to procure under these contracts and arrangements.

This unit applies to those working in the public sector with responsibility for arranging the procurement of goods and services.

The skills and knowledge described in this unit must be applied within the legislative, and regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently, whilst performing complex tasks in a range of familiar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Procurement

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Identify applicable existing CPCs, CPAs and opportunities	1.1 Investigate availability and opportunities of CPCs and CPAs. 1.2 Identify and evaluate existing contracts at whole-of-government level and cross-agency arrangements. 1.3 Identify contract terms and assess conditions relating to contracts to determine whether the contract is relevant to the agency concerned. 1.4 Document criteria to identify applicable contracts and compliance with requirements for use.
2. Arrange for organisation to procure under CPCs and CPAs	2.1 Provide information and education about the contract and the requirement for its use to relevant staff. 2.2 Establish procedures to ensure that procurements are made under a CPC or CPA wherever possible, and place orders according to contract terms and conditions. 2.3 Record contractual dealings and report according to contract requirements including expenditure and realised savings.
3. Lead cooperative procurements	3.1 Obtain agreement of management for procurement where no CPAs exist, which would benefit multiple agencies 3.2 Develop a procurement strategy, procurement plan involving other agencies and procurement documents. 3.3 Undertake procurement process, evaluate responses and negotiate contract via cross-agency team. 3.4 Document new CPA and distribute to other agencies

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

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Unit Mapping Information

This unit supersedes and is equivalent to PSPPROC510A Conduct and manage coordinated procurement.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPPCM015 Conduct and manage coordinated procurement

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- consulting and negotiating with stakeholders
- using conceptual and reasoning skills to develop concise arguments
- writing reviews, reports, submissions and other complex documents
- applying decision-making processes and methodologies
- reading and applying the content of complex contracts, legislation and guidelines
- undertaking research and business analysis

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- Commonwealth, state/territory and local government legislation, policies, practices and guidelines relating to conducting and managing coordinated procurement, including environmental purchasing and corporate social responsibility guidance
- organisational procurement policies, practices and approval processes
- risk management procedures
- probity principles and issues
- best practice examples in procurement practice
- risks associated with financial and accounting issues relevant to conducting and managing coordinated procurement

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- WHS, environmental, sustainability and corporate social responsibility practices in the context of conducting and managing coordinated procurement

Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

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PSPPCM016 Plan and implement strategic sourcing

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPPROC511 Plan and implement strategic sourcing. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to plan and implement strategic sourcing for goods or services essential or critical to an organisation's ability to conduct its core business. It includes developing a procurement profile of the buying organisation, conducting strategic assessment of the supply market, developing strategies to source goods or services from the market and securing, monitoring and reviewing strategic market sources.

This unit applies to those working in roles involving procurement of goods or services essential to the operation of their organisation.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work autonomously consulting others as required, performing sophisticated tasks in a range of familiar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Procurement

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Develop a procurement profile of the buying organisation	1.1 Gather and analyse long term data about the strategic implications related to the buying organisation's level of spend on various types of goods and services, including how, where and from whom the goods or services are procured. 1.2 Profile the organisation's existing suppliers, with particular emphasis on each supplier's capability and capacity, vulnerability, and adherence to Corporate Social Responsibility (CSR) principles, WHS, legislative compliance, market position and ownership structure. 1.3 Identify and engage relevant communication strategies to engage internal, external and market stakeholders. 1.4 Assess the buying organisation's market position (how the market views the organisation as a potential customer). 1.5 Identify and consider opportunities and risks associated with developing a stronger market position as a buyer.
2. Conduct strategic assessment of the supply market	2.1 Gather and analyse market information to determine capacity, competition, legislative and regulatory compliance, vulnerabilities and risk within the supply market. 2.2 Monitor and analyse market trends and emerging changes to the current supply market place. 2.3 Analyse and assess the supply market's ability to meet the buying organisation's needs, including supply chain management issues. 2.4 Identify and assess innovative and/or creative opportunities within the market. 2.5 Assess local and international supply market factors that may influence the ability to supply goods and services.
3. Develop strategies to source goods or services from the market	3.1 Assess the suitability of current and emerging commercial trends within the market to the needs of the buying organisation. 3.2 Identify and consider the application of commercial best practice models to strategic sourcing activities across the procurement life cycle. 3.3 Identify and test possible benchmarks of better strategic sourcing

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	practice. 3.4 Assess the suitability of alternative market sources of supply. 3.5 Develop strategic supply market plans which reflect analysis of both the buying organisation and the supply market. 3.6 Devise tendering strategies and type of contracting arrangement appropriate to the goods or services being procured and the nature of the supply market which will supply them, taking contract management strategies into consideration. 3.7 Review the application of existing legislation, regulations, policies, practices and procedures to strategic sourcing activities and recommend changes to these where this would yield better results for the buying organisation or at the whole of government level.
4. Secure, monitor and review strategic market sources	4.1 Conduct procurement processes which consider strategic sourcing issues and are appropriate to the goods and services being sought. 4.2 Negotiate with potential suppliers to secure the best supply arrangements. 4.3 Develop and implement transition plans from current to new market sources as needed to ensure a smooth transition and the continuous provision of strategic goods and services to the buying organisation. 4.4 Implement contract management strategies to ensure that goods and services are delivered as contracted. 4.5 Monitor and review new strategic sourcing arrangements for continuous improvement opportunities.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPPROC511 Plan and implement strategic sourcing.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPPCM016 Plan and implement strategic sourcing

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- networking, consulting and negotiating with the supply market, existing contractors and stakeholders
- writing a business case
- conducting market analysis and buying organisation analysis
- gathering and analysing organisational information to build procurement profile, market information and stakeholder requirements, and information on restricted products appropriate to the industry
- identifying, analysing and predicting trends
- applying complex government policy and inter-governmental agreements
- interrogating corporate systems, including Financial Management Information System (FMIS) or asset management system to obtain data
- analysing complex supply chains to identify risk, vulnerability and opportunity
- anticipating and interpreting market reaction
- planning procurement processes in alignment with business and organisational goals
- documenting procurement planning decisions and expected outcomes
- managing and updating procurement plans and sub-plans in line with strategic plans and budgets
- applying complex strategies to development of strategic plans, including corporate, budget and procurement plans and sub plans
- contributing to strategic and risk planning
- developing and managing electronic commerce
- exploiting market opportunities and initiatives in electronic commerce

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Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- Commonwealth, state and/or territory, or local government legislation, regulation, policies, practices, procedures and guidelines in relation to procurement, financial management, public sector obligations, consumer law, WHS, social policy and other relevant topics
- international treaties relevant to trade and procurement practices
- government and inter-governmental policy and agreements in relation to procurement practices
- principles and practices associated with Corporate Social Responsibility (CSR) principles, sustainability and environmental issues as applicable to procurement and market behaviours
- research and analysis as applied to complex outcomes, trends and predictions of markets and procurement changes
- codes of conduct, codes of practice and standards of individual behaviour relating to procurement decisions
- micro and macro-economic issues applicable to market behaviours and the impact of procurement
- implications for the organisation and market (suppliers) of key procurement strategies and arrangements
- whole of life costing considerations and value for money
- financial, costing and accounting issues relevant to procurement and contracts
- cultural issues relevant to strategic procurement and industry development in specific markets or market sectors

Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPPCM017 Plan and implement procurement category management

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPPROC512 Plan and implement procurement category management. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to plan and implement procurement category management processes for an organisation.

This unit applies to those working in roles involving procurement of goods or services essential to the operation of their organisation.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work autonomously consulting others as required, performing sophisticated tasks in a range of familiar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Procurement

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Plan for category management	1.1 Identify and assess organisational structures and business requirements from corporate planning documents in the context of suitability to adopt category management approaches for procurement and contract management. 1.2 Develop and use effective communication strategies to engage with internal, external and market stakeholders about category management approaches, product and/or services to be category managed and market and supply chain conditions. 1.3 Develop a category management plan based on category management principles for each category to be managed that includes outcome based, transparent and manageable performance metrics for category managed items and services. 1.4 Obtain senior management approval for the category management plan. 1.5 Develop outcome based processes and guidelines to support category management. 1.6 Identify staff skills and training and development opportunities related to category management and incorporate these into professional development plans. 1.7 Identify and interrogate organisational Enterprise Resource Planning (ERP) and document management systems in order to gather and analyse data pertaining to the level of spend on various procurement types.
2. Define categories	2.1 Identify and analyse current procurement options adopted by the organisation and other procurement options that are available in the marketplace. 2.2 Identify market, procurement and contract management trends, opportunities and risks relevant to categories. 2.3 Identify and engage relevant internal stakeholders to assist in defining categories. 2.4 Define procurement categories using a recognised basis. 2.5 Identify and implement appropriate systems to support category and contract managers.

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3. Implement category management	3.1 Develop market strategies for categories and act on them as appropriate to the organisation. 3.2 Implement the category management plan. 3.3 Implement strategies to manage and maintain productive relationships with identified suppliers. 3.4 Resolve operational issues raised by contract users and suppliers. 3.5 Capture and analyse data from a range of sources about the category performance against the performance metrics on a regular basis and report category performance to appropriate corporate systems. 3.6 Regularly review buying organisation, industry and market category positions to identify trends, opportunities and risks and adjust direction as indicated by the results of the review.
4. Review category management	4.1 Review and monitor performance metrics on a regular basis to ensure efficiency and effectiveness is achieved and maintained in category management processes. 4.2 Consult appropriately with stakeholders, provide performance feedback and recommend corrective or improvement actions as necessary. 4.3 Monitor buying organisation, industry and market performance and ensure organisational strategies are modified where appropriate. 4.4 Monitor staff skills and provide appropriate skilling upgrades.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPPROC512 Plan and implement procurement category management.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPPCM017 Plan and implement procurement category management

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- developing a business case
- interpreting and applying complex documents, including contracts, legislation and policy guidelines
- gather and analyse organisational data, market data and stakeholder requirements
- identifying, analysing and predicting trends
- planning, monitoring and implementing change management strategies
- modelling effective team management approaches
- supporting professional development and learning in team members
- responding to and managing issues that arise
- interrogating corporate systems to obtain data
- analysing complex supply chains to identify risk, vulnerability and legality
- developing effective performance measurement metrics
- documenting procurement planning decisions and anticipated outcomes
- managing and updating procurement plans and sub-plans in line with organisational, strategic and budget planning documents
- applying complex strategies to develop organisational plans, including corporate, budget and procurement plans and sub plans
- maintaining currency of best practice models relevant to procurement, contracting, logistics and enterprise market management and legislation, regulation, policy, government agreements and relevant legal decisions

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Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- Commonwealth, state and/or territory, or local government legislation, regulation, policies, practices, procedures and guidelines in relation to procurement and financial management
- international treaties relevant to trade and procurement practices
- government and inter-governmental policy and agreements in relation to procurement practices
- principles and practices associated with Corporate Social Responsibility (CSR), sustainability and environmental issues as applicable to procurement and market behaviours
- research and analysis as applied to complex outcomes, trends and predictions of markets and procurement changes
- codes of conduct, codes of practice and standards of individual behaviour relating to procurement decisions
- micro and macro-economic issues applicable to market behaviours and the impact of procurement
- legal issues and determinations impacting on procurement
- implications for the organisation and for the market (suppliers) of key procurement strategies and/or arrangements
- whole of life costing considerations and value for money
- financial, costing and accounting issues relevant to procurement and contracts
- cultural issues relevant to procurement and industry development in specific markets or market sectors

Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPPCM018 Conduct demand and procurement spend analysis

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPPROC513 Conduct demand and procurement spend analysis. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to manage demand and procurement spend within an organisation.

This unit applies to those working in roles involving procurement of goods or services essential to the operation of their organisation.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work autonomously with management responsibilities, while performing complex tasks in familiar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Procurement

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Collect and analyse demand and procurement spend data	1.1 Identify and analyse demand patterns (organisational consumption), using a range of data sources and using appropriate breakdowns such as by category, region or time period. 1.2 Identify and analyse procurement spend data, using a range of data sources and using appropriate breakdowns, including by category, region or time period. 1.3 Establish and analyse the relationship between demand, consumption and procurement spend and assess business complexity of the buying organisation based on this analysis. 1.4 Develop product usage profiles and organisational spend profiles. 1.5 Establish causal links for demand and spend patterns through engagement with internal stakeholders and analysis of data. 1.6 Map and analyse processes involved across the whole procurement life cycle to identify potential for efficiencies and improved data gathering. 1.7 Review organisational policies and processes for procurement, asset management and budget, assess the impact of these on demand and/or spend and make recommendations to improve management of demand.
2. Develop and implement demand/spend management strategy	2.1 Develop and implement effective communication strategies to engage internal stakeholders, external and market stakeholders. 2.2 Develop and implement outcome based demand and/or spend management processes across the procurement life cycle. 2.3 Identify and use appropriate systems to support procurement and financial processes. 2.4 Develop and implement processes to control and manage the demand for particular goods and services according to influencing factors. 2.5 Identify staff skills and training and development opportunities related to demand and/or procurement spend management and incorporate these into professional development plans. 2.6 Develop outcome based, transparent and manageable performance metrics to ensure best practice is achieved, whilst satisfying organisational needs.
3. Manage demand/spend	3.1 Review and analyse the market profile, including opportunities to influence or develop the market.

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risks and opportunities	3.2 Identify and assess market dynamics including market cycles, product life cycles and growth and/or decline. 3.3 Assess realistically the desirability and practicality of ongoing market development and undertake market development activities where these are appropriate. 3.4 Identify and consider opportunities and risks associated with managing demand and procurement spend.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPPROC513 Conduct demand and procurement spend analysis.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPPCM018 Conduct demand and procurement spend analysis

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- consulting and negotiating with the market place, contractors and stakeholders
- interpreting complex documents
- gathering and analysing organisational data to build demand and spend profiles, market data, and stakeholder requirements.
- planning, monitoring and implementing change management strategies
- promoting change within the organisation
- measuring and monitoring performance
- celebrating success
- applying the content of complex documents, including contracts, legislation and policy guidelines
- applying complex government policy and inter-governmental agreements
- interrogating corporate systems to obtain data
- analysing complex supply chains to identify risk, vulnerability and opportunity
- interpreting market reaction
- developing effective performance measurement metrics
- planning procurement processes in alignment with business and organisational goals
- documenting procurement planning decisions and expected outcomes
- managing and updating procurement plans and sub-plans in line with strategic plans and budgets
- applying complex strategies to development of strategic plans, including corporate, budget and procurement plans and sub plans
- contributing to strategic and risk planning

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- understanding systems architecture
- identifying needs from ERPs
- exploiting organisational ERPs
- developing and managing electronic commerce
- exploiting market opportunities and initiatives in electronic commerce

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- Commonwealth, state and/or territory, or local government legislation, regulation, policies, practices, procedures and guidelines in relation to procurement and financial management
- international treaties relevant to trade and procurement practices
- government and inter-governmental policy and agreements in relation to procurement practices
- principles and practices associated with Corporate Social Responsibility (CSR) principles, sustainability and environmental issues as applicable to procurement and market behaviours
- complex and strategic planning
- research and analysis as applied to complex outcomes, trends and predictions of markets and procurement changes
- codes of conduct, codes of practice and standards of individual behaviour relating to procurement decisions
- government procurement environment
- micro and macro-economic issues applicable to market behaviours and the impact of procurement
- implications for the organisation and market (suppliers) of key procurement strategies and/or arrangements
- whole of life costing considerations and value for money
- financial, costing and accounting issues relevant to procurement and contracts
- cultural issues relevant to strategic procurement and industry development in specific markets or market sectors

Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

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Links

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PSPPCM019 Divest strategic assets

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPPROC603C Divest strategic assets. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to dispose of high risk and high value government assets, including government businesses, property, strategic infrastructure, intellectual property and other high value items. It includes identifying strategic assets for disposal, developing a disposal plan for divesting strategic assets, divesting the assets and evaluating the divestment activity.

This unit applies to those working in roles involving assessment of strategic assets.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit will be working independently, and as part of a team, while performing routine tasks in familiar context.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Procurement

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Identify strategic assets for divestment	1.1 Identify and examine disposal plans developed at the time of purchase. 1.2 Determine and substantiate potential market value of assets.
2. Develop a disposal plan for divesting strategic assets	2.1 Develop a business case to commence the divestment strategy, which includes examination of options for disposal and explanation of the recommended strategy. 2.2 Identify and develop strategies to address continuing government or organisational obligations post-divestment. 2.3 Develop disposal plan. 2.4 Evaluate and modify disposal plan prior to approval, if required. 2.5 Obtain required approvals.
3. Implement disposal plan	3.1 Action approved disposal plan. 3.2 Develop the business case, based on prices offered and according to disposal plan. 3.3 Conduct and finalise negotiations according to the plan.
4. Evaluate divestment activity	4.1 Evaluate disposal plan, immediate outcome of divestment, and long-term outcomes for service provision and government. 4.2 Make recommendations for future divestment.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPPROC603C Divest strategic assets.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPPCM019 Divest strategic assets

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- consulting and negotiating with stakeholders
- networking, within probity boundaries
- building and managing effective working relationships
- writing business cases, disposal plans, reports, submissions and other complex documents
- demonstrating problem-solving skills to apply decision-making processes or methodologies
- identifying and assess divestment options for strategic assets
- planning and organising skills to manage financial and other resources

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- Commonwealth, state or territory, and local government legislation, policies, practices and guidelines.
- financial rules and regulations relating to divestment of strategic assets
- legal requirements of government strategic asset disposal
- implications of divestment of service provision
- whole of life considerations
- disposal approval processes
- probity principles and issues

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- codes of practice, codes of conduct and standards of individual behaviour relating to asset divestment
- law of contract relating to strategic asset disposal
- trade practices law relating to strategic asset disposal
- commercial law relating to divesting strategic assets

Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPPCM020 Plan for strategic procurement

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPPROC604B Plan for strategic procurement. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to plan for highly complex, innovative, sophisticated and often long-term strategic procurement within established guidelines, policies and procedures. This may involve high-level capability development for government.

Strategic procurement is high risk, often involving political elements. This includes conducting a procurement business analysis, defining procurement requirements, and justifying procurement expenditure.

This unit applies to those working in roles involving procurement planning.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently seeking advice as required, performing complex tasks in a range of familiar contexts

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Procurement

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Conduct procurement business analysis	1.1 Analyse organisation's corporate procurement plan, procurement-related expenditure, associated levels of risk and supply markets. 1.2 Prepare a procurement profile that identifies past and projected procurement expenditure and associated levels of risk. 1.3 Undertake supply positioning and categorise goods and services by their relative expenditure and difficulty of securing supply to assist in the development of procurement objectives. 1.4 Use supplier preferences to identify how suppliers view the organisation as a client. 1.5 Identify and document other factors likely to affect strategic procurement according to organisational requirements. 1.6 Practice due diligence to investigate existing relationships with suppliers, notably coordinated procurement contracts (CPCs) or coordinated procurement opportunities.
2. Define procurement requirements	2.1 Determine procurement requirements through consultation and negotiation with stakeholders and experts and define to reflect organisational needs. 2.2 Identify and incorporate accountability measures into procurement plans. 2.3 Obtain appropriations to fund strategic procurement. 2.4 Obtain approvals to address procurement requirements.
3. Justify procurement expenditure	3.1 Develop business case with stakeholders to determine viability of proposed procurement expenditure. 3.2 Establish reasons for procurement requirement, timeframes and expected whole-of-life costs and benefits in the business case. 3.3 Develop output specification with stakeholders to assist in achieving procurement outcomes.

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Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPPROC604B Plan for strategic procurement.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPPCM020 Plan for strategic procurement

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- reading and writing complex documents
- applying understanding of supplier issues and supply chain management in the context of strategic procurement
- identifying and assessing strategic procurement options and alternatives
- undertaking research and business analysis
- managing financial and other resources
- exercising best practice in strategic procurement and procurement legislation.

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- Commonwealth, state or territory, and local government legislation, policies, practices and guidelines relating to strategic procurement
- organisational procurement policies, practices and approval processes
- aspects of law of contract, trade practices law, and commercial law relating to strategic procurement
- probity principles and issues
- codes of conduct, codes of practice and standards of individual behaviour relating to procurement decisions
- government procurement environment

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- legal requirements of government procurement
- implications of particular procurement arrangements
- whole of life considerations
- cultural issues relating to strategic procurement and industry development in certain industry sectors
- relationship management at all personnel levels
- environmental, sustainability and corporate social responsibility principles relevant to strategic procurement

Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPPCM021 Coordinate strategic procurement

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPPROC605B Coordinate strategic procurement. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to analyse, influence and develop markets and implement activities for highly complex, innovative and often long-term strategic procurement within established guidelines, policies and procedures.

Strategic procurement is high risk, often involving political elements. The unit includes undertaking market analysis, influencing and developing markets, and implementing strategic procurement activities.

This unit applies to those working in roles involving procurement of goods or services essential to the operation of their organisation.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work autonomously with management responsibilities, while performing complex tasks in familiar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Procurement

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Undertake market analysis	1.1 Identify organisation's strategic procurement requirements and commercial and policy factors impacting procurement. 1.2 Research the extent to which a competitive market exists to meet the organisation's needs. 1.3 Identify the number of suppliers, their market share and the degree and type of competition between suppliers. 1.4 Analyse the nature, quality and maturity of the supply chain. 1.5 Identify and analyse environmental, sustainability and corporate social responsibility factors affecting the supply market. 1.6 Engage expert assistance, as necessary, to assist with market analysis.
2. Influence and develop markets	2.1 Identify and analyse supply markets and strategic industries to ascertain emerging and predicted trends. 2.2 Analyse supply markets and strategic industries, including capabilities, limitations, financial standing and past performance of existing and potential suppliers. 2.3 Use market development strategies to develop and influence market capability, within probity boundaries. 2.4 Identify implications of procurement threats and opportunities imposed by supply markets and communicate to stakeholders.
3. Implement strategic procurement activities	3.1 Determine procurement methodologies according to organisation's strategic procurement plan. 3.2 Design requirements to deliver business outcomes and provide value for money, including whole-of-life considerations. 3.3 Effect methodologies by constraints, complexity and importance of procurement requirement and the marketplace. 3.4 Determine procurement activities and form teams to manage strategic procurement activities. 3.5 Determine performance measures to suit the range of procurement activities.

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	3.6 Analyse performance against measures, and implement methods that continuously improve procurement performance.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPPROC605B Coordinate strategic procurement.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPPCM021 Coordinate strategic procurement

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- networking, within probity boundaries, with stakeholders
- writing complex documents
- managing teams of experts in functions, including finance, legal, technical and engineering
- modelling effective management and leadership approaches
- applying decision-making processes or methodologies
- identifying and resolving strategic procurement issues
- identifying and assessing opportunities for development of strategic markets/industries
- undertaking research and business analysis
- managing financial and procurement projects
- operating organisational IT systems and electronic procurement templates

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- Commonwealth, state or territory, and local government legislation, policies, practices and guidelines relating to strategic procurement.
- organisational procurement policies, practices and approval processes
- aspects of contract law, trade practices law, and commercial law relating to contract management in the context of strategic procurement

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- probity principles and issues
- codes of conduct, codes of practice and standards of individual behaviour relating to procurement
- competition policy theory, including competitive neutrality
- supply chain management
- legal requirements of government procurement
- financial rules and regulations
- implications of particular market arrangements
- whole-of-life considerations
- supplier issues and supply chain management in the context of strategic procurement
- procurement management processes
- cultural issues relating to strategic procurement and industry development
- relationship management at all personnel levels
- environmental, sustainability and corporate social responsibility principles relevant to strategic procurement

Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPPCM022 Negotiate strategic procurement

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPPROC606B Negotiate strategic procurement. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to negotiate strategic procurement agreements within established guidelines, policies and procedures. It includes planning and preparing for negotiation, and undertaking and finalising the negotiation process for strategic procurement.

This unit applies to those working in a role that requires negotiation of strategic procurement.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit will be working independently aided by consultation in a team environment, while performing complex tasks in familiar context.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Procurement

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Plan and prepare for strategic procurement negotiations	1.1 Seek input and advice from key stakeholders and identify the procurement and negotiating context. 1.2 Gather information on suppliers and develop a best alternative to negotiating an agreement. 1.3 Determine objectives, targets and bottom line position for negotiations. 1.4 Determine composition of negotiating team and limits on negotiators' authority. 1.5 Determine negotiation process, timeframes and strategies to suit complexity of procurement and supplier characteristics. 1.6 Develop a negotiation plan or directive that identifies negotiation roles of team members, lead negotiator, negotiating styles, tactics and limits of authority to suit the procurement activity. 1.7 Seek authorisation of negotiation plan.
2. Undertake strategic procurement negotiations	2.1 Open negotiations, identify supplier tactics, and identify mutually compatible interests. 2.2 Negotiate concessions to terms and conditions on minor and major issues to improve overall value for money of the procurement. 2.3 Implement concessions such that agreements remain consistent with original intentions and with procurement, organisational objectives and probity requirements. 2.4 Use appropriate tactics to break negotiation deadlocks and continue negotiations according to negotiation plan. 2.5 Conduct negotiations and make an offer.
3. Finalise strategic procurement negotiations	3.1 Finalise negotiations and agreements according to procurement guidelines. 3.2 Keep communication channels open and seek additional support, arguments and supporting evidence where agreement is not possible immediately. 3.3 Terminate negotiations and pursue the best alternative, where agreement is not possible in a way that preserves the relationship with the supplier for possible future business and deters the possibility of legal liability. 3.4 Consider where agreements may have wider implications for procurement and the organisation, and carry out necessary

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	consultation. 3.5 Document details and outcomes of negotiations.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPPROC606B Negotiate strategic procurement.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPPCM022 Negotiate strategic procurement

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- achieving negotiation outcomes
- networking within probity boundaries, with stakeholders
- writing complex documents
- managing teams of expert negotiators in functions modelling effective management and leadership approaches
- identifying and applying strategies and tactics for breaking deadlocks during a negotiation
- applying understanding of supplier issues and supply chain management in the context of strategic procurement
- identifying and assessing negotiation approaches to yield results
- managing financial and procurement projects
- operating organisational IT systems and electronic procurement templates

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- Commonwealth, state or territory, and local government legislation, policies, practices and guidelines relating to strategic procurement, including environmental purchasing guidance
- organisational procurement policies, practices and approval processes
- aspects of law of contract, trade practices law, and commercial law relating to negotiation of strategic procurement arrangements

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- probity principles and issues
- codes of conduct, codes of practice and standards of individual behaviour relating to negotiation
- government procurement environment
- legal requirements of government contracting
- financial rules and regulations
- implications of particular contracting arrangements
- whole-of-life considerations
- cultural issues relating to strategic procurement and industry development
- relationship management at all personnel levels
- environmental, sustainability and corporate social responsibility principles relevant to strategic procurement

Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPPCM023 Manage strategic contracts

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPPROC607A Manage strategic contracts. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to manage contracts for strategic purchases, to effectively minimise risks and achieve value for money to meet an organisation's core objectives. It includes managing the establishment, performance and evaluation of strategic contracts.

This unit applies to those working in roles that involve the acquisition of strategic assets.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently seeking advice as required, performing complex tasks in a range of familiar and unfamiliar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Procurement

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Manage contract establishment	1.1 Discuss and agree upon requirements of contracts and strategic initiatives with all parties. 1.2 Assign responsibilities for establishing and carrying out procedures to achieve contract outcomes. 1.3 Establish and implement effective communication strategies and processes to assist ongoing communication between internal and external stakeholders and contractors. 1.4 Perform relationship management with all levels of personnel involved in procurement and contract management, within probity boundaries. 1.5 Establish strategic relationships within probity boundaries to improve procurement capability and performance. 1.6 Update risk management plans.
2. Manage contract performance	2.1 Monitor progress of contracts against set targets and performance measures to ensure success of procurement activities. 2.2 Take action to rectify performance where set targets, performance measures and probity requirements are not being met. 2.3 Provide advice and support to solve problems, make improvements and maintain progress. 2.4 Manage disputes promptly according to contractual conditions to achieve resolution and maintain contract performance and progress. 2.5 Seek and negotiate opportunities to continuously improve procurement outcomes with contractors. 2.6 Provide or gain approvals for contract variations that are negotiated and agreed between the parties. 2.7 Provide opportunities for stakeholders and contractors to have input into and receive feedback on progress during the performance of the contract. 2.8 Engage internal and external stakeholders as necessary throughout the life of the contract to maintain progress.
3. Manage contract evaluation	3.1 Evaluate contract performance relative to planned performance measures and in consultation with stakeholders and contractors. 3.2 Undertake dispute resolution where stakeholders and contractors do not agree. 3.3 Detail conclusions against agreed criteria to provide a complete

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	picture of performance of contractors, organisation's procurement processes and value for money. 3.4 Measure performance of strategic initiatives relative to planned outcomes in consultation with industry and other stakeholders. 3.5 Document lessons learnt from evaluations of contracts and strategic initiatives and use to continuously improve future procurement activities. 3.6 Advise contractors and stakeholders of evaluation outcomes.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPPROC607A Manage strategic contracts.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPPCM023 Manage strategic contracts

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- writing complex documents
- managing teams of expert negotiators in functions identifying and resolving strategic contract management issues
- identifying, assessing and implementing opportunities for performance improvement
- manage strategic procurement contracts, contract management plans and sub-plans

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- Commonwealth, state or territory, and local government legislation, policies, practices and guidelines relating to managing strategic contracts, including environmental purchasing guidance.
- organisational procurement policies, practices and approval processes
- aspects of law of contract, trade practices law, and commercial law relating to managing strategic contracts
- codes of conduct, codes of practice and standards of individual behaviour relating to management of contracts and relationships with contractors
- government procurement environment
- implications of particular contracting arrangements
- whole-of-life considerations
- cultural issues relating to contract management and industry development

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- relationship management at all personnel levels
- environmental, sustainability and corporate social responsibility principles relevant to managing strategic contracts

Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPPCM024 Manage fundamental aspects of supply chain

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPPROC608 Manage fundamental aspects of supply chain. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to manage the fundamental aspects of a supply chain. This includes managing the supply chain in terms of capacity, creation of constructive competition, developing alternate methods of supply, sustainable practice, environmental and social responsibilities and cost.

This unit applies to those working in roles involving supply chain management.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently seeking advice as required, performing complex tasks in a range of familiar and unfamiliar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Procurement

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Establish the business needs of the buying organisation	1.1 Identify outcomes and strategic themes from corporate planning documents and senior management. 1.2 Determine requirements for collaborative planning and forecasting in the supply chain. 1.3 Assess the fundamental aspects of the supply chain and the importance of integrating the supply chain to achieving outcomes. 1.4 Identify and acknowledge vulnerabilities and opportunities in the supply chain. 1.5 Document the supply chain requirements.
2. Develop strategies to manage supply chain	2.1 Formulate and use effective communication strategies to engage internal stakeholders, external and market stakeholders. 2.2 Review the fundamental aspects of the supply chain and recommend actions to reduce vulnerability or achieve better value for money or policy outcomes. 2.3 Assess supplier capabilities and capacity against customer requirements. 2.4 Establish effective working relationships between suppliers and customers. 2.5 Encourage innovation and manage risks in the supply chain. Consider and document alternative strategies where appropriate. 2.6 Address legal, ethical, environmental, sustainability and Corporate Social Responsibility (CSR) principles through the supply chain.
3. Develop and implement continuous improvement strategies	3.1 Baseline current supply chain performance and measure against relevant benchmarks. 3.2 Review the effectiveness at each level of the supply chain including staff and customers. 3.3 Identify and analyse trends and changes in supply chain fundamentals and organisational influence over time. 3.4 Make, influence or recommend appropriate changes to current supply chain management strategies to support continuous

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	improvement.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPPROC608 Manage fundamental aspects of supply chain.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPPCM024 Manage fundamental aspects of supply chain

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- gather and analyse organisational information to build procurement profile
- review and apply legislative, regulatory and policy requirements
- identifying and predicting trends
- applying the content of complex documents
- applying complex government policy and inter-governmental agreements
- interrogating corporate systems to obtain data
- applying complex cost models
- analysing complex supply chains to identify risk, vulnerability and opportunity
- interpreting market reaction
- documenting procurement planning decisions and expected outcomes
- managing and update procurement plans and sub-plans in line with strategic plans and budgets
- applying complex strategies to development of strategic plans, including corporate, budget and procurement plans and sub plans
- exploiting organisational Enterprise Resource Planning systems (ERPs)
- develop and manage electronic commerce
- exploit market opportunities and initiatives in commerce

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Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- Commonwealth, state and/or territory, or local government legislation, regulation, policies, practices, procedures and guidelines
- international treaties relevant to trade and procurement practices
- government and inter-governmental policy and agreements in relation to procurement practices
- principles and practices associated with Corporate Social Responsibility (CSR), sustainability and environmental issues as applicable to procurement and market behaviours
- research and analysis as applied to complex outcomes, trends and predictions of markets and procurement changes
- micro and macro-economic issues applicable to market behaviours and the impact of procurement
- legal issues and determinations impacting on procurement
- implications for the organisation and for the market (suppliers) of key procurement strategies and/or arrangements
- whole of life costing considerations and value for money
- financial, costing and accounting issues relevant to procurement and contracts

Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPPCM025 Influence and define strategic procurement direction

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPPROC704A Influence and define strategic procurement direction. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to formulate an organisation's strategic procurement goals and take action to gain support for strategic procurement directions. It includes ensuring that the organisation's strategic procurement direction is aligned with that of the government.

This unit applies to those working in roles that require defining an organisation's strategic procurement goals.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently whilst performing complex tasks in a range of familiar and unfamiliar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Procurement

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Formulate strategic procurement goals	1.1 Determine procurement direction through consultation with organisation's governing body and stakeholders. 1.2 Formulate strategic procurement goals consistent with organisation's business plan, strategic direction, mission and values. 1.3 Review strategic procurement goals to ensure that opportunities and current and emerging trends are reflected. 1.4 Implement strategic procurement goals to deliver best value for money.
2. Gain support for strategic procurement direction	2.1 Present strategic procurement goals to stakeholders to gain their support. 2.2 Negotiate realistic and rational compromises where stakeholder interests are in conflict, 2.3 Identify consequences for the organisation if less than full support is obtained. 2.4 Maintain ongoing consultation with stakeholders to ensure support for and ownership of the organisation's strategic procurement goals. 2.5 Record and consider outcomes of the consultation process before procurement decisions are reached.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPPROC704A Influence and define strategic procurement direction.

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPPCM025 Influence and define strategic procurement direction

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- consulting and negotiating with stakeholders at the highest levels of organisations and the community
- engaging in strategic networking and influencing, within probity boundaries, with key stakeholders and decision makers
- conveying complex ideas to a wide range of audiences
- reading, writing and approving business cases, plans, reports, submissions and other high level complex documents
- managing teams of expert negotiators in different functions
- undertaking research and business analysis relating to strategic procurement and high level business issues
- managing financial and other resources

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- Commonwealth, state or territory, and local government legislation, policies, practices and guidelines relating to strategic procurement, including environmental purchasing guidance
- organisational procurement policies, practices and approval processes
- government procurement environment
- probity principles and issues

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- codes of conduct, codes of practice and standards of individual behaviour relating to strategic procurement
- financial rules and regulations relating to strategic procurement
- competition theory as it relates to strategic procurement
- strategic procurement planning processes
- procurement best practice standards
- environmental, sustainability and corporate social responsibility principles relevant to strategic procurement

Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPPCM026 Establish the strategic procurement context

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPPROC705A Establish the strategic procurement context. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to establish the broad context in which strategic procurement takes place. It includes undertaking environmental analysis; analysing, developing and monitoring procurement capability; influencing and developing strategic industries; and establishing and managing risk exposure. It also includes understanding the government and political context for strategic procurement.

This unit applies to those working in roles involved in procurement.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work autonomously consulting others as required, performing sophisticated tasks in a range of familiar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Procurement

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Analyse the procurement environment	1.1 Apply knowledge of the legal, political and financial environment to establish strategic context. 1.2 Define the relationship between the organisation and its procurement environment. 1.3 Identify existing and potential stakeholders and their strengths and weaknesses. 1.4 Identify strengths, weaknesses, opportunities and threats using information that is up to date, reflects emerging and predicted trends, and takes account of the possible future procurement interests and activities of the organisation and government directions. 1.5 Adjust the organisation's procurement strategies and plans with respect to information gathered, and identify comparative targets. 1.6 Support any case for possible collaboration with other organisations with evidence, analysed for risks, and consistent with organisational plans and future directions.
2. Analyse procurement capability	2.1 Consider organisation's strengths, weaknesses, opportunities and threats in light of internal and/or external factors and organisation's strategic procurement goals. 2.2 Analyse organisational capability taking into account possible future procurement interests and activities of the organisation, its strategic industries, collaborators, requirements of government and other organisations. 2.3 Make suggestions for improvements to existing organisational structures and procurement systems that are realistic and achievable and will aid achievement of the procurement mission statement and strategies drawn from both internal and external stakeholders. 2.4 Consult on proposed improvements with those affected, in time for their views to be taken into account. 2.5 Justify proposed improvements on the basis of known internal and external factors, and take into account stakeholder needs and expectations.

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3. Develop and monitor procurement capability	3.1 Implement improvements to develop procurement capability to meet new circumstances. 3.2 Define practical requirements for implementing improvements. 3.3 Identify difficulties associated with implementing improvements as early as possible in order to minimise their effect. 3.4 Monitor, review and modify implemented improvements to organisational structures and procurement systems as required to assist achievement of procurement outcomes.
4. Influence and develop strategic industries	4.1 Monitor strategic industries and take opportunities to influence key opinion formers and decision makers to change, encourage and nurture industry capability. 4.2 Identify problems, limitations and new opportunities in strategic industries in response to internal and external factors, based on quantitative and qualitative data. 4.3 Influence strategic industries remaining sensitive to procurement policies and the values and practices of key opinion formers and decision makers.
5. Establish and manage risk exposure	5.1 Define and monitor total organisational risk to minimise loss and maximise opportunity. 5.2 Establish and implement a risk management system. 5.3 Monitor performance of risk management system, and modify to reflect procurement opportunities and current and emerging trends.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPPROC705A Establish the strategic procurement context.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPPCM026 Establish the strategic procurement context

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- networking, consulting and negotiating with stakeholders at the highest levels of organisations and the community
- conveying complex ideas to a wide range of audiences
- persuading and influencing, within probity boundaries, stakeholders and decision makers
- reading, writing and approving business cases, plans, reports, submissions and other high level complex documents
- providing leadership within the organisation
- managing strategic relationships
- managing teams of expert negotiators in different functions
- referring issues to the correct person
- applying decision-making processes or methodologies
- identifying and resolving strategic procurement issues
- applying understanding of supplier issues and supply chain management in the context of strategic procurement
- managing procurement performance and identify, assess and implement opportunities for performance improvement
- undertaking research and business analysis relating to strategic procurement and high level business issues
- managing financial and other resources
- managing strategic procurement systems, processes and policies
- maintaining currency of best practice examples in strategic procurement and relevant procurement legislation, policies and procedures

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- operating organisational IT systems

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- Commonwealth, state or territory, and local government legislation, policies, practices and guidelines relating to strategic procurement, including environmental purchasing guidance
- organisational procurement policies, practices and approval processes
- government procurement environment
- codes of conduct, codes of practice and standards of individual behaviour relating to strategic procurement
- risk management systems
- financial rules and regulations relating to strategic procurement
- legal requirements of government procurement and contracting
- competition theory as it relates to strategic procurement
- strategic procurement planning processes
- delegation authorities
- organisational procurement performance

Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPPCM027 Evaluate and improve strategic procurement performance

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPPROC706A Evaluate and improve strategic procurement performance. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to evaluate an organisation's strategic approach to procurement and the achievement of government policies and objectives for procurement. It includes determining evaluation measures and criteria; evaluating organisational achievement, procurement plans, and strategic procurement goals and policies; and implementing continuous improvement in procurement performance.

This unit applies to those working in roles involved in procurement.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work autonomously consulting others as required, performing sophisticated tasks in a range of familiar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Procurement

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Determine evaluation measures and criteria	1.1 Determine measures for evaluation to provide value for money. 1.2 Determine evaluation measures and criteria according to Government policy and objectives, nature, values and character of the organisation. 1.3 Add information about progress towards objectives, strategic goals and implementation of procurement policies.
2. Evaluate organisational achievement	2.1 Evaluate against strategic procurement goals, policies, plans and codes/standards of behaviour, considering evidence from procurement activities. 2.2 Compare conclusions from evaluation and the agreed criteria, supported by evidence and reported with respect to strategic goals. 2.3 Identify performance failures and discuss reasons with stakeholders. 2.4 Consult stakeholders prior to publication of any report on performance that may affect the interests of stakeholders. 2.5 Provide reports.
3. Evaluate procurement plans and their implementation	3.1 Identify and present causes of success and failure, supported by evidence. 3.2 Report and justify alternative explanations 3.3 Provide explanations to counter possible objections where there is no obvious solution to a situation. 3.4 Provide advice learnt from previous success or failure and use it in the future planning of procurement. 3.5 Provide feedback to those whose performance is examined.
4. Evaluate strategic procurement goals, policies and performance	4.1 Identify strengths and weaknesses in strategic procurement goals, policies and performance. 4.2 Formulate recommendations for building on strengths and addressing weaknesses.

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5. Implement continuous improvement in procurement performance	5.1 Implement recommendations. 5.2 Incorporate review and reformulation of strategic procurement goals and policies into the cycle of continuous improvement of strategic procurement. 5.3 Monitor, measure and manage procurement performance for continuous improvement.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPPROC706A Evaluate and improve strategic procurement performance.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPPCM027 Evaluate and improve strategic procurement performance

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- consulting and negotiating with stakeholders at the highest levels of organisations and the community
- engaging in strategic networking within probity boundaries with key stakeholders
- convey complex ideas to a wide range of audiences
- constructing and approving high level complex documents
- managing teams of expert negotiators in functions

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- Commonwealth, state or territory, and local government legislation, policies, practices and guidelines relating to strategic procurement, including environmental purchasing guidance
- government procurement environment
- financial rules and regulations relating to strategic procurement
- strategic procurement planning processes
- standards of organisational procurement performance obtained
- procurement and probity best practice standards
- performance measurement, monitoring and continuous improvement cycles in the context of evaluating and improving procurement performance

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Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPPCY001 Contribute to policy development

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPPOL401A Contribute to policy development. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to contribute to the consultative and validation stages of policy development, provide feedback and contribute to the review of policy.

This unit applies to public sector staff and other stakeholders whose roles include contributing to the policy development process.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently, and as part of a team, with occasional supervisory responsibilities. They would perform complex tasks in a range of familiar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Policy

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Contribute to the consultative phase of policy development	1.1 Identify and respond to opportunities to contribute to policy development. 1.2 Communicate information on the policy development process, timelines and expected outcomes to interested parties. 1.3 Gather, record and provide information on policy requirements and existing policies and procedures likely to be impacted.
2. Contribute to the validation stage of policy development	2.1 Analyse draft policy and the likely implications for government service delivery in consultation with those likely to be affected. 2.2 Evaluate and record draft policy implications for work processes and outcomes. 2.3 Identify and record likely implementation issues, dissenting stakeholders and transition requirements. 2.4 Provide feedback supported by evidence on draft policy.
3. Provide feedback on policy development	3.1 Gather, store and analyse information relating to the process of policy development. 3.2 Provide oral or written feedback to the policy developer.
4. Contribute to the review of policy	4.1 Gather, record and analyse information relating to the expected outcomes of the policy before, during and/or following policy implementation. 4.2 Identify and report unanticipated consequences of policy implementation and suggestions for dealing with them.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

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Unit Mapping Information

This unit supersedes and is equivalent to PSPPOL401A Contribute to policy development.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPPCY001 Contribute to policy development

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. The candidate must demonstrate evidence of performance of the following on at least one occasion:

- reading and evaluating complex and formal documents
- making judgments on impact of policy and legislation on the organisation
- consulting on and validating policy
- adjusting communication to suit different audiences
- undertaking research involving collecting and analysing data for evaluation
- preparing written reports

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- current policies underpinning the work area
- the policy cycle
- organisation and government processes and procedures
- public sector code/s of ethics and code/s of conduct
- principle of community and stakeholder engagement in policy development

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Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

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PSPPCY002 Assist with specialist policy development

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPPOL402A Assist with specialist policy development. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to assist with policy development including planning, researching, drafting and dissemination of policy.

This unit applies to public sector staff working on policy development process.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently. They would perform complex tasks in a range of familiar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Policy

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Assist with policy development planning	1.1 Conduct research to identify related policies for context and identify other policies likely to be impacted. 1.2 Identify key internal and external stakeholders ensuring their engagement as early as possible and throughout the policy development process. 1.3 Provide research assistance to determine the content of key aspects to be included in the policy development plan.
2. Research information for policy development	2.1 Identify, evaluate and collate information required to support the policy development process. 2.2 Identify and record gaps, ambiguity and conflicting views, conduct additional research to clarify if necessary and refer to the principal policy developer if required.
3. Contribute to the development of policy options	3.1 Formulate and analyse possible policy options under guidance, to identify strengths and weaknesses. 3.2 Research and prioritise possible criteria for choosing preferred policy options.
4. Assist in drafting policy	4.1 Produce initial drafts or selected sections of the policy. 4.2 Capture written and oral feedback from stakeholders and include in draft as required. 4.3 Monitor the progress of policy development against the timeframe and milestones.
5. Assist with policy dissemination	5.1 Identify recipients for approved policy documents, particularly those responsible for implementing the new or revised policy, and inform them of outcomes. 5.2 Deal with routine enquiries on the release and content of the policy, or refer accordingly.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

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Unit Mapping Information

This unit supersedes and is equivalent to PSPPOL402A Assist with specialist policy development.

Links

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Assessment Requirements for PSPPCY002 Assist with specialist policy development

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. The candidate must demonstrate evidence of performance of the following on at least one occasion:

- reading and evaluating complex and formal documents
- researching, analysing and presenting information
- preparing written reports requiring language and structures suited to the intended audience
- reconciling different points of view and conflicting information

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- policy cycle, development processes and practices
- current policies underpinning the work area
- policy research methods and protocols
- organisation and government procedures and protocols
- public sector code/s of ethics and code/s of conduct
- principles of community engagement in policy development

Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

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Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

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PSPPCY003 Give and receive policy information

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPPOL403A Give and receive policy information. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to provide routine information on operational policy in an organisation. It includes assisting with the development of policy guidelines, responding to routine policy enquiries, receiving policy feedback and contributing suggestions based on that feedback.

This unit applies to those working as public sector staff.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work under supervision, while performing routine tasks in familiar context.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Policy

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Assist with the development of policy guidelines for the organisation	1.1 Research and analyse existing procedures impacted by the policy for consistency. 1.2 Research intended audience/s for policy guidelines and confirm the required structure, language style and format. 1.3 Undertake consultation to obtain information on the requirements of policy guidelines. 1.4 Assist with writing guidelines.
2. Respond to routine policy enquiries	2.1 Confirm policy implications and requirements. 2.2 Provide routine information and advice on the application of relevant acts, regulations, procedures, codes of practice, standards and guidelines considering intended use and consequences. 2.3 Refer non-routine policy enquiries for advice.
3. Gather and analyse policy feedback	3.1 Gather, analyse and report information relating to the intended and actual outcomes of organisation policy during and following policy implementation. 3.2 Provide suggestions related to continuous improvement, termination or succession of organisation policy based on policy feedback.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPPOL403A Give and receive policy information.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPPCY003 Give and receive policy information

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- reading complex and formal documents
- researching and providing information
- preparing written reports
- working with legislation drafters and legal advisers

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- practices and procedures for developing policy guidelines
- policy feedback mechanisms
- current organisation policies
- government policies and international policy obligations that impact on organisation policy
- organisation and government procedures and protocols
- public sector code/s of ethics and code/s of conduct

Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

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Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPPCY004 Support policy implementation

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPPOL404A Support policy implementation. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to identify, implement and monitor relevant policy and report on implementation.

This unit applies to public sector staff and other stakeholders working in a role where they are required to support policy implementation.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently. They would perform routine tasks in a range of familiar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Policy

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Identify relevant policy	1.1 Identify work situations that are shaped by government or organisation policy. 1.2 Identify and locate policy relating to particular work situations.
2. Implement policy	2.1 Interpret policy to be implemented to identify and plan for change in work practices. 2.2 Identify the implications of policy for individual work practices, confirm and adjust practices to reflect policy requirements. 2.3 Support others affected by policy requirements to accommodate those requirements.
3. Monitor and report on policy implementation	3.1 Gather, record and report information that will assist with the evaluation of the effectiveness of policy implementation. 3.2 Gather, record and report information that will assist with evaluation of policy impact on organisational outcomes.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPPOL404A Support policy implementation.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPPCY004 Support policy implementation

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion:

- reading complex and formal documents and providing information on their application
- preparing accurate written reports with language and structures suited to the intended audience
- working with legislation drafters and legal advisers
- consulting on and preparing policy guidelines
- adjusting communication to suit different audiences
- gathering and analysing policy feedback

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- practices and procedures for developing policy guidelines
- policy feedback mechanisms
- current organisation policies
- government policies and international policy obligations that impact on organisation policy
- organisation and government procedures and protocols
- public sector codes of ethics and code/s of conduct

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Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPPCY005 Implement e-correspondence policies

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPPOL405A Implement e-correspondence policies. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to send and receive email correspondence (e-correspondence). It also covers setting up and maintaining electronic software; maintaining and managing individual electronic mail (email) mailing lists and address books; implementing email policy; and adhering to organisational protocols and practices for email.

This unit applies to those working as public sector staff.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work under supervision, while performing routine tasks in familiar context.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Policy

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Set up and send electronic mail	1.1 Set up and maintain software for sending and protecting email. 1.2 Prepare messages according to organisational protocols for language, tone and format. 1.3 Check content, structure and recipient addresses for electronic mail for accuracy. 1.4 Identify and prepare attachments. 1.5 Maintain records of outgoing electronic mail.
2. Implement procedures to receive electronic mail	2.1 Implement procedures to ensure incoming electronic mail is recorded. 2.2 Identify and deal with urgent, confidential and personal mail. 2.3 Implement procedures to identify suspicious or potentially dangerous electronic mail. 2.4 Check electronic mail for completeness, and open or forward. 2.5 Deal with returned email.
3. Manage electronic mail	3.1 Set security levels and/or filters for incoming electronic mail. 3.2 Create and maintain individual mailboxes. 3.3 Empty inboxes and either archive or delete electronic mail 3.4 Prepare and maintain electronic mailing lists. 3.5 Import and export mailing lists between software applications where required.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPPOL405A Implement e-correspondence policies.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPPCY005 Implement e-correspondence policies

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- following policies and procedures
- referring information to management or other staff, especially in dealing with suspicious or potentially dangerous electronic mail

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- relevant legislation from all levels of government that affects e-business operation
- organisational policies and procedures relating to electronic mail
- service provider requirements, especially with regard to email attachments
- set up and maintenance procedures for electronic software
- naming protocols for email addresses
- electronic file handling, including saving, copying, moving and deleting
- security levels for receiving electronic mail

Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

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Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPPCY006 Develop organisation policy

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPPOL501A Develop organisation policy. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to develop or review internal policy in an organisation, formulated to facilitate the implementation of government or board directives. It includes anticipating and confirming the need for policy development or review; planning the policy development process; gathering and analysing information; determining policy direction; and drafting, releasing and promoting policy.

This unit applies to public sector staff working in policy development.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently, while performing complex tasks in familiar context.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Policy

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Assess the need for policy development and/or review	1.1 Identify internal and external factors, issues, events, directions or government and/or board policies likely to cause changes to organisation policy. 1.2 Identify the likely implications and impact of factors on policy development in consultation with stakeholders. 1.3 Conduct a critical analysis of the need for new or revised policy including a scan of the wider internal and external environment. 1.4 Recommend priority areas for policy development and/or review. 1.5 Detail confirmation of the need for policy development and/or review with supporting evidence.
2. Plan the policy development process	2.1 Confirm the approving authority and relevant organisational procedures and protocols. 2.2 Identify and analyse issues likely to impact on the policy development process and address risks in planning. 2.3 Outline policy requirements in a policy development plan.
3. Gather and analyse information for policy development	3.1 Identify and engage with stakeholders through the establishment and maintenance of a representative and relevant policy network. 3.2 Identify, gather, analyse and interpret information required to support the policy development process. 3.3 Determine and apply an analytical framework for the development of the policy.
4. Determine policy direction	4.1 Develop a range of policy options and criteria for choice and communicate them to those responsible for selecting the policy direction. 4.2 Promote specific policy options to executives within the organisation. 4.3 Recommend preferred policy option. 4.4 Determine risk treatments in accordance with the policy development plan. 4.5 Obtain approvals.
5. Draft policy	5.1 Implement a cyclical process of consultation, feedback,

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	identification of changes and re drafting. 5.2 Implement risk management processes in accordance with the policy development plan to ensure progress against the timeframe and milestones. 5.3 Add an implementation plan in the policy that details responsibilities for implementation and strategies for transition, change management, initial and ongoing training and maintenance of the policy. 5.4 Add mechanisms within the policy for monitoring compliance, quality assurance, and evaluation of the policy.
6. Finalise development of policy	6.1 Clear policy through organisational channels, and gain agreement of critical stakeholders. 6.2 Ensure all stakeholders, particularly those who will be responsible for implementing the new or revised policy, are informed of the outcomes, and manage fallout from dissenting stakeholders. 6.3 Release and promote policy.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPPOL501A Develop organisation policy.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPPCY006 Develop organisation policy

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- reading and evaluating complex and formal documents
- researching, analysing and presenting information
- preparing written reports
- consulting on and validating policy
- dealing with different points of view and dissenting stakeholders

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- policy development processes and practices in the public sector
- policy cycles
- analytical policy development frameworks
- current policies underpinning the work area
- organisation and government procedures and protocols
- public sector code/s of ethics and code/s of conduct

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Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPPCY007 Advise on organisation policy

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPPOL502A Advise on organisation policy. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to provide advice on organisation policy. It includes developing policy guidelines for the organisation, monitoring the implementation of government or board directives, and providing feedback to policy developers.

This unit applies to public sector staff required to provide advice on policy.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently, while performing complex task in familiar context.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Policy

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Develop policy guidelines for the organisation	1.1 Confirm policy intent and identify and review existing procedures impacted by the policy for consistency with the policy. 1.2 Determine intended audience for policy guidelines as well as structure, language style and format. 1.3 Develop guidelines in consultation with policy developer, end users and organisation approval personnel. 1.4 Submit guidelines and obtain approval.
2. Interpret and advise on organisation policy	2.1 Analyse policy and interpret and confirm the intent and implications. 2.2 Provide information and advice on the relevant acts, regulations, procedures, codes of practice, standards and guidelines. 2.3 Ensure provided documentation supports the information and advice given and reflects consideration of intended use and consequences.
3. Monitor the implementation of organisation policy	3.1 Gather, analyse and report policy feedback on implementation issues. 3.2 Evaluate implementation of policy against initial criteria in implementation plan and report outcomes. 3.3 Implement quality assurance mechanisms to monitor policy implementation. 3.4 Identify and report any unforeseen practices and action. 3.5 Monitor the environment for policy implications, and identify potential or impending organisation policy changes.
4. Advise on policy implementation	4.1 Gather, analyse and report information relating to the intended and actual outcomes of organisation policy during and following policy implementation. 4.2 Prepare suggestions for improvement, discontinuance or replacement of organisation policy.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

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Unit Mapping Information

This unit supersedes and is equivalent to PSPPOL502A Advise on organisation policy.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPPCY007 Advise on organisation policy

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- reading and evaluating complex and formal documents and providing information on their application
- researching, analysing and presenting information
- preparing written reports
- consulting on and confirming policy intent
- analysing and evaluating policy feedback

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- practices and procedures for developing policy guidelines
- policy implementation processes and practices in the public sector
- current organisation policies
- organisation and government procedures and protocols
- public sector code/s of ethics and code/s of conduct

Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

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Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPPCY008 Develop public policy

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPPOL601A Develop public policy. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to develop or review public policy, to enable the implementation of government objectives. For the purposes of this unit, public policy includes government policy affecting all Australians and public sector policy that is not restricted to a particular organisational structure or individual organisation. The unit includes anticipating and confirming the need for public policy development or review and planning the policy development process; gathering and analysing information; determining policy direction; drafting, gaining agreement for, and disseminating public policy.

This unit applies to those working as public sector staff required to develop policy.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently, while performing complex tasks in familiar context.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Policy

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Assess the need for public policy development or review	1.1 Identify events, issues or government policies likely to lead to changes to public policy. 1.2 Identify and prioritise the likely implications and impact of factors that might require public policy development in consultation with stakeholders. 1.3 Conduct a critical analysis of the need for new or revised public policy that includes a scan of both internal and external environments, checks related policies for context and identifies other public policy likely to be impacted. 1.4 Recommend priority areas for public policy development or review. 1.5 Confirm the need for public policy development or review and detail supporting evidence.
2. Plan public policy development process	2.1 Confirm the approving authority. 2.2 Identify and analyse issues likely to impact on the policy development process and address them in policy development planning. 2.3 Develop a policy development plan outlining public policy requirements.
3. Gather and analyse information for public policy development	3.1 Identify and engage stakeholders through the establishment and maintenance of a public policy network. 3.2 Gather, analyse and interpret information required. 3.3 Determine and apply an analytical framework.
4. Determine public policy direction	4.1 Obtain strategic input from high-level staff. 4.2 Develop a range of policy options and criteria for choice and communicate to those responsible for selecting the policy direction. 4.3 Determine risk treatments and identify a preferred public policy option. 4.4 Obtain approvals and endorsements.
5. Draft public	5.1 Draft public policy using a cyclical process of consultation,

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policy	feedback, identification of changes and redrafting. 5.2 Implement risk management processes to ensure progress against the timeframe and milestones. 5.3 Develop an implementation plan that details responsibilities for implementation and strategies for transition, change management, and initial and ongoing training and maintenance of the policy. 5.4 Develop mechanisms for monitoring compliance with the policy, quality assurance of the policy, and for evaluation of the policy. 5.5 Develop the policy.
6. Release and promote public policy	6.1 Obtain agreement and clearance for public policy through required channels, and with critical stakeholders. 6.2 Ensure all stakeholders, particularly those who will be responsible for implementing the new or revised policy, are informed of the outcomes, and manage issues from dissenting stakeholders. 6.3 Release and promote the policy. 6.4 Provide advice to those affected by policy changes.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPPOL601A Develop public policy.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPPCY008 Develop public policy

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- reading and evaluating complex and formal documents researching, analysing and presenting information
- preparing written reports
- consulting on and validating policy
- dealing with different points of view and dissenting stakeholders

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- policy development processes and practices in the public sector
- current policies underpinning the work area
- government procedures and protocols
- public sector code/s of ethics and code/s of conduct
- principles of community engagement in policy development

Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

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Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

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PSPPCY009 Provide policy advice

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPPOL602A Provide policy advice. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to provide policy advice to policy developers, internal policy staff and other staff, and for external queries from the government, Ministers, other public sector organisations and the public. It includes interpreting and advising on public policy, and providing input to policy evaluation and review.

This unit applies to those working public sector staff working in policy development.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently, while performing complex tasks in familiar context.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Policy

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Interpret and advise on public policy	1.1 Analyse policy and provide interpretations on its intent and implications. 1.2 Provide interpretive advice on the relevant acts, regulations, procedures, codes of practice, standards and guidelines related to policy. 1.3 Provide written interpretations supported by defensible evidence and reflect consideration of their intended use and consequences. 1.4 Communicate policy advice. 1.5 Resolve policy questions referred by policy staff or use consultative mechanisms to gain additional clarification.
2. Provide input to policy evaluation and review	2.1 Capture and analyse policy feedback data to identify strengths, weaknesses, and any implementation issues. 2.2 Analyse both planned and unintentional outcomes of policy implementation and provide feedback against the evaluation criteria in the policy implementation plan. 2.3 Prepare and provide a comparison of the intended versus actual outcomes of policy implementation. 2.4 Monitor internal and external environments for policy implications, and prepare strategies to respond to potential or impending policy changes. 2.5 Prepare recommendations for continuous improvement, termination or succession of policies.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPPOL602A Provide policy advice.

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPPCY009 Provide policy advice

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- reading and evaluating complex and formal documents, including policy and legislation
- researching, analysing and presenting information
- preparing written reports
- dealing with different points of view and dissenting stakeholders
- providing policy advice on 3 or more occasions or in 3 or more contexts

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- policy development processes and practices in the public sector
- current policies underpinning the work area
- government procedures and protocols
- public sector code/s of ethics and code/s of conduct
- principles of community engagement in policy development

Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPPCY010 Manage policy implementation

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPPOL603A Manage policy implementation. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to interpret policy and manage policy implementation process. It includes interpreting and communicating the requirements of policy, and policy implementation.

This unit applies to those working as public sector staff required to manage policy implementation.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently, with staff supervision responsibilities, while performing complex tasks in familiar context.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Policy

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Interpret and communicate requirements of policy	1.1 Identify the expected outcomes of policy implementation and communicate to staff. 1.2 Interpret policy relative to workplace responsibilities and accountabilities. 1.3 Communicate the impact on work activities of policy implementation to staff and other stakeholders. 1.4 Assist staff with the interpretation of policy and its application to their work.
2. Implement policy	2.1 Identify potential or impending policy changes and prepare strategies to accommodate and communicate those changes. 2.2 Prepare work plans consultation with staff and management to ensure that policy is implemented as intended. 2.3 Monitor staff performance to ensure that it complies with policy. 2.4 Assist staff in adjusting to changes.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPPOL603A Manage policy implementation.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPPCY010 Manage policy implementation

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- interpreting complex and formal documents
- providing leadership to the workgroup in the interpretation and implementation of policy
- managing policy implementation on 2 or more occasions or in 2 or more contexts

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- range and type of policies relating to the public sector
- public sector code/s of ethics and code/s of conduct
- organisation and government procedures

Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

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Links

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PSPPCY011 Influence strategic policy

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPPOL701A Influence strategic policy. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to provide strategic leadership in the policy field. It includes monitoring and influencing policy environments, setting strategic policy directions and providing policy advice to government.

This unit applies to those working as public sector staff required to provide leadership regarding policy,

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work autonomously, with management responsibilities, while performing sophisticated tasks in familiar context.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Policy

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Monitor and influence environments where policy applies	1.1 Identify problems, limitations and new opportunities in policy environments in response to internal and external factors and government priorities. 1.2 Monitor environments and take opportunities to influence key opinion formers and decision makers to increase their ability to respond to government priorities.
2. Set strategic policy direction	2.1 Conduct local, national and international monitoring of policies and trends pertinent to the medium to long-term priorities of government. 2.2 Implement strategies to develop and apply data capture mechanisms that will provide longitudinal information and trend analysis. 2.3 Set strategic policy directions in line with medium to-long term government priorities and communicate to stakeholders to attract their support. 2.4 Identify creative and innovative policy responses to complex social and economic issues in anticipation of expected policy development initiatives. 2.5 Establish and maintain productive relationships with key consultation partners to enable policy response to emerging issues.
3. Provide policy advice to government	3.1 Determine the context, purpose and audience for the policy advice and provide advice to government. 3.2 Provide, analyse and present policy advice. 3.3 Respond to requests from government for policy advice or provide information on what steps are being taken to address the request.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPPOL701A Influence strategic policy.

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPPCY011 Influence strategic policy

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- undertaking environmental monitoring and influencing
- applying scenario planning
- reading and evaluating complex and formal documents
- interpreting language that is high in nuance or intended to mislead in order to promote or protect interests that are concealed
- preparing written advice
- providing strategic policy influence on 2 or more occasions or in 2 or more contexts

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- undertaking environmental monitoring and influencing
- applying scenario planning
- reading and evaluating complex and formal documents
- interpreting language that is high in nuance or intended to mislead in order to promote or protect interests that are concealed
- preparing written advice
- providing strategic policy influence on 2 or more occasions or in 2 or more

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Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPRAD001 Work safely in a radiation environment

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPRAD201Work safely in a radiation environment. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to apply radiation protection and work safety measures when working in an environment where sources of ionising radiation are present. This involves recognising the hazards and risks associated with working near sources of ionising radiation, interpreting and following site safety information, using specified radiation protection and safety measures, applying required operational safety measures, and responding appropriately to actual or potential emergencies.

This unit applies to those to personnel who directly handle, or come in direct contact with, radioactive materials in the mining and mineral processing industry sector and who may receive occupational exposures of greater than 1 millisievert per annum.

These personnel include drillers, miners, loader operators, plant operators, and samplers/testers, laboratory workers, operating theatre staff, contractors, sales and service engineers, who may:

- undertake exploration surveys of radioactive ore bodies
- extract, mill, process or pack radioactive ores, concentrates or mineral products
- manage radioactive by-products, contaminants and/or waste
- rehabilitate mine sites
- undertake laboratory testing
- undertake cabinet x-rays

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- service ionising radiation equipment
- work in a nuclear facility

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work under direct supervision performing routine tasks, in a familiar context.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Radiation Safety

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Complete site safety induction	1.1 Participate in required radiation protection and site safety training. 1.2 Confirm contact details for personnel who can provide emergency and radiation protection and safety information.
2. Recognise site radiation hazards and degree of risk	2.1 Apply information about the nature and magnitude of radiation hazards and degree of risk associated with work activities at the site. 2.2 Apply information about exposure pathways and health effects of radiation exposure. 2.3 Apply information about occupational dose limits. 2.4 Recognise possible sources of personal contamination and implement recommended decontamination procedures. 2.5 Identify hazards and risks in work area prior to starting work, at regular intervals during work, and in response to changes in working conditions. 2.6 Recognise and report non-routine hazards, unusual situations, and potential or actual emergency incidents.
3. Follow	3.1 Implement instructions based on radiation protection principles

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procedures for controlling radiation hazards	during assigned work. 3.2 Apply specified safe working rules, and use required personal protective equipment (PPE) and personal monitoring during assigned work tasks. 3.3 Comply with all site safety signs. 3.4 Observe required standards of personal hygiene and behaviour while on site. 3.5 Seek advice or instructions to deal with any situation beyond own technical competence. 3.6 Apply specified procedures to decontaminate work surfaces and/or personnel as necessary. 3.7 Implement instructions for managing contaminated waste produced during assigned tasks. 3.8 Advise employer of previous employment involving occupational exposure to radiation and cooperate in obtaining records of previous exposure. 3.9 Complete required records and reporting.
4. Follow workplace emergency response procedures	4.1 Review information about workplace emergency response procedures and personal responsibilities in the event of a radiation incident. 4.2 Recognise emergency alarms, move to the designated muster point, and follow instructions.
5. Report problems	5.1 Recognise and report defects in plant equipment and procedures that may compromise radiation protection and safety or radiation protection safety standards, codes and guidelines.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPRAD201Work safely in a radiation environment.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPRAD001 Work safely in a radiation environment

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- following required radiation protection and safety procedures
- following radiation safety signs
- regularly assessing and reassessing risks and hazards and applying required control measures
- recognising dose limits
- using and caring for PPE and personal monitoring equipment that has been issued for assigned work tasks
- responding correctly when encountering contaminated work surfaces and personnel

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- responsibilities of employers and employees under:
  - relevant Commonwealth guidelines, including RPS No.1
  - state or territory legislation and local regulations and by-laws
  - duty of care obligations
- radioactive decay, radioactive material, ionising radiation, shielding, safe distance, contamination, contamination controls, decontamination
- types and properties of ionising radiation

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- relevant occupational dose limits
- sources of hazardous radiation around the site and degree of risk of exposure or contamination
- internal and external exposure pathways and protective measures
- radiation health effects
- location of controlled or supervised areas within the site
- layers of protection:
  - avoiding exposure, where practicable
  - isolating sources of radiation where practicable through shielding, containment and remote handling techniques
  - engineering controls
  - adopting safe work practices, including work methods which make appropriate use of time, distance and shielding to minimise exposure
  - using approved PPE where other means of controlling exposure are not practicable
- personal hygiene requirements, and effects and implications of risky behaviours
- safe working rules and safe operating procedures for equipment
- safety signs relevant to assigned tasks
- use and care of PPE and personal monitors for assigned tasks

Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPRAD002 Work safely with radioactive ores and minerals

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPRAD202 Work safely with radioactive ores and minerals. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to recognise the hazards and risks of working with uranium and/or thorium ores, mineral sands and any other naturally occurring material and to use appropriate radiation protection and safety measures. This involves recognising the hazards and risks associated with assigned work activities, using the required radiation protection and safety measures, responding appropriately to actual or potential emergencies, and contributing to improved radiation safety.

This unit applies to those who directly handle, or come in direct contact with, radioactive materials in the mining and mineral processing industry sector and who may receive occupational exposures of greater than 1 millisievert per annum.

These personnel include drillers, miners, loader operators, plant operators, and samplers/testers who may:

- undertake exploration surveys of radioactive ore bodies
- extract, mill, process or pack radioactive ores, concentrates or mineral products
- manage radioactive by-products, contaminants and/or waste
- rehabilitate mine sites
- undertake laboratory testing.

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The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work under direct supervision, performing routine tasks, in a familiar context.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Radiation Safety

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Identify hazards and associated risks with the site and assigned tasks	1.1 Interpret and apply information about hazards, where necessary requesting further information on radiation protection safety standards, codes and guidelines. 1.2 Implement instructions about site radiation control measures, monitoring, safe working rules and personal protective equipment (PPE) specified for the location and work activities. 1.3 Recognise hazards and risks in work area prior to starting work, at regular intervals during work, and in response to changes in working conditions and seek advice if necessary. 1.4 Recognise and report non-routine hazards and seek advice to deal with any situation beyond own technical competence.
2. Apply required radiation protection and safety measures	2.1 Use recommended hazard and risk control measures and follow safe working rules. 2.2 Comply with all site safety signs. 2.3 Follow required tag-out and lock-out procedures. 2.4 Use plant and equipment supplied for radiation protection or for the monitoring and assessment of radiation exposure. 2.5 Maintain required standards of personal hygiene.
3. Respond to potential or actual radiation	3.1 Recognise any unsafe situation, hazard or incident associated with assigned tasks. 3.2 Inform relevant personnel about the situation, hazard or incident

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incidents	and seek their advice. 3.3 Provide appropriate workplace first response in accordance with instructions and organisation's workplace emergency response procedures.
4. Contribute to radiation safety	4.1 Recognise and report defects in plant, equipment or procedures that may compromise radiation protection and safety or the management of radioactive waste. 4.2 Participate in required radiation safety training and participative and/or consultative activities within the scope of own responsibilities. 4.3 Advise of previous employment involving occupational exposure to radiation and cooperate in obtaining records of previous exposure. 4.4 Complete required records and reporting.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPRAD202 Work safely with radioactive ores and minerals.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPRAD002 Work safely with radioactive ores and minerals

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- following the organisation's information about radiation protection and safety
- regularly assessing and reassessing risks and hazards and applying appropriate control measures
- applying standard operating procedures and specified safe working rules for assigned tasks
- seeking advice and further directions when faced with unexpected situations that may require decisions or response actions beyond own technical competence
- using and caring for PPE and personal monitoring equipment required in job role

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- responsibilities of employers, subcontractors and employees under:
  - Commonwealth guidelines, including RPS No.9 Code of Practice and Safety Guide for Radiation Protection and Radioactive Waste Management in Mining and Mineral Processing (2005)
  - state or territory legislation and local regulations and by-laws
  - duty of care obligations
- radioactivity, radioactive material, naturally occurring radioactive material (NORM), ionising radiation, contamination, contamination controls, shielding, half-life, and safe distance

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- types and properties of ionising radiation, particularly radiation associated with uranium, thorium and decay products
- relevant dose limits
- sources of hazardous radiation and
- changes in risk of exposure and/or contamination due to factors including weather, time of day
- location of controlled or supervised areas within site and working rules for each
- internal and external exposure pathways and protective measures
- signs and symptoms of radiation exposure, radiation health effects
- techniques for assessing radiation hazards likely to be encountered in job role
- application of the hierarchy of control measures, including:
  - avoiding exposure, where practicable
  - isolating sources of radiation where practicable through shielding, containment and remote handling techniques
  - engineering controls
  - adopting safe work practices, including work methods which make appropriate use of time, distance and shielding to minimise exposure
  - using approved PPE where other means of controlling exposure are not practicable
- personal hygiene, and effects and implications of risky behaviours
- health, safety and workplace emergency response procedures
- safe working rules and safe operating procedures for equipment
- safety signs relevant to job role
- use and care of PPE and monitoring equipment for job role and assigned tasks
- potential adverse health and performance effects of wearing PPE while working in potentially hazardous environments
- principles and techniques for decontamination of personnel and equipment
- procedures for the disposal of contaminated waste

Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPRAD003 Perform basic radiation measurements

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPRAD301 Perform basic radiation measurements. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to directly measure radiation using instruments calibrated by others. Basic radiation measurements will be straightforward involving one or two steps, take a short time and produce results that can be easily compared with specified limits. Measurements that are part of this unit would be performed under the authorisation and supervision, or delegated supervision, of a responsible person.

The activities may take place:

- at a mine or plant that processes radioactive ore and minerals
- with instruments that emit ionising radiation at geotechnical, construction, mining and manufacturing sites, or analytical and research facilities
- in a laboratory or licensed facility that handles radioactive materials or has radiation-emitting apparatus
- in a nuclear facility.

This unit applies to those undertaking radiation-related work activities, including:

- extracting, milling, processing and packing radioactive ores
- operating, installing, servicing and calibrating fixed radiation gauges, bore hole logging or industrial radiography equipment, and moisture/density gauges
- decontaminating and servicing equipment that has been in contact with radioactive material
- XRF and XRD analysis

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- collecting, preparing and testing samples containing radioactive materials.
- using radionuclides in a laboratory

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work under supervision, or be authorised by the responsible person, to perform routine tasks in familiar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Radiation Safety

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare for radiation measurements	1.1 Confirm purpose, priority and nature of required ionising radiation measurements and any site access arrangements with supervisor. 1.2 Use organisation's radiation management plan to obtain information about the hazards associated with performing the measurements, measuring instruments and safe working rules to be used and refer to radiation protection safety standards, codes and guidelines as necessary. 1.3 Perform and record pre-use checks of measuring instruments and tag or replace faulty items as necessary. 1.4 Check that personal protective equipment (PPE) and other task-related equipment is fit for purpose. 1.5 Stow measuring instruments and task-related equipment to ensure safe transport to the site and within the boundaries of the site.
2. Obtain reliable radiation data	2.1 Operate measuring instruments in accordance with radiation management plan and manufacturer specifications and applying safe working rules to minimise personal radiation exposure. 2.2 Perform measurements at specified locations and times.

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	2.3 Seek advice if required measurements cannot be made or if specified procedures require modification. 2.4 Conduct regular instrument checks and minor maintenance if required. 2.5 Take sufficient measurements to ensure reliable data. 2.6 Recognise obvious errors and atypical data, and take appropriate corrective actions. 2.7 Record data with the required precision, accuracy and units. 2.8 Record environmental/site conditions or observations that may impact on data quality.
3. Finalise radiation measurements	3.1 Check for contamination and, if necessary, perform personal decontamination. 3.2 Re-stow measuring instruments and task-related equipment to ensure safe transport from the site and within the boundaries of the site. 3.3 Record use of PPE and measuring instruments according to radiation management plan. 3.4 Check condition of measuring instruments, PPE and task-related equipment before storing them.
4. Report results	4.1 Record results. 4.2 Compare results with relevant radiation limits and identify/record significant differences or atypical results. 4.3 Maintain required records that are complete, accurate, legible and secure.
5. Respond to potential or actual radiation incidents	5.1 Recognise unusual situations, unexpected hazards, and potential or actual emergency radiation incidents. 5.2 Inform relevant personnel about the situation, hazard or incident and seek their advice. 5.3 Initiate appropriate workplace emergency first response.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPRAD301 Perform basic radiation measurements.

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPRAD003 Perform basic radiation measurements

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- applying manufacturer's recommended procedures for using and caring for radiation measuring instruments
- applying safe working rules and those parts of the organisation's radiation management plan relevant to job role
- conducting pre-use checks and simple maintenance for radiation measuring instruments and task-related equipment used in job role
- reading scales and displays accurately for a wide range of values
- regularly assessing and reassessing hazards and taking appropriate protective measures
- seeking advice and further directions when faced with unforeseen circumstances or situations that may require decisions or response actions beyond technical competence
- using and caring for PPE used in job role

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- ionising radiation, radioactivity, radioactive material, activity, dose, contamination, contamination controls, shielding, half-life, radionuclide, and safe distance
- types and properties of ionising radiation, sources and shielding methods
- radiation measuring instruments used in job role, including at least one of:
  - air proportional

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  - gas proportional
  - gas ionisation
  - Geiger-Muller (GM)
  - compensated GM
  - scintillation
  - neutron monitors
  - solid state
  - personal dosimeters (badge and electronic)
- definitions of radiation quantities
- international system (SI) of units for radiation quantities, multiples and sub-multiples, and significant figures
- function of key components and operating principles of radiation measuring instruments used in job role
- effects on results of modifying instrument settings and variables
- basic instrument troubleshooting and maintenance procedures
- guidelines and safety procedures for working with radiation sources, based on principles:
  - reducing exposure time
  - maintaining greatest distance
  - using as much shielding as possible
- techniques for assessing radiation hazards likely to be encountered in job role
- health, safety and workplace emergency response procedures relevant to job role

Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPRAD004 Consign radioactive material

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPRAD302 Consign radioactive material. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to prepare an item containing radioactive material for shipment, and arrange for its transport and/or interim storage. This involves packaging, labelling, certifying and documenting an item in order to ensure its safe carriage and prompt delivery. These tasks may be performed with the authorisation of the competent authority in the Australian state or territory in which the transport originates.

This unit applies to personnel who prepare material, articles, instruments and/or containers that emit ionising radiation for transport by road, rail, waterways, sea or air within Australia or overseas.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently, performing routine tasks in a familiar context.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Radiation Safety

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare shipping documentation	1.1 Define the item to be consigned using relevant code or organisation's radiation protection and safety procedures. 1.2 Determine consignment type, applicable schedule and carriage provisions that apply to the item. 1.3 Prepare required transport documents.
2. Prepare item for shipment	2.1 Determine appropriate package design. 2.2 Use organisation's radiation protection and safety procedures and equipment if personally packing the item. 2.3 Confirm that packaging used for the item meets requirements of relevant code, radiation protection and safety procedures and, if required, that package approval certificate is current and valid for intended use. 2.4 Ensure that packaging is in good condition and that any seals are intact. 2.5 Ensure that external contamination does not exceed the specified limit. 2.6 Ensure that radiation above any surface does not exceed the specified limit. 2.7 Ensure that required labelling information is accurate, complete and attached in specified positions on the package. 2.8 Arrange for safe and secure interim storage of item. 2.9 Seek advice to deal with any atypical situation.
3. Confirm transport arrangements with the carriers	3.1 Confirm that carrier meets requirements for transporting the item. 3.2 Confirm that relevant competent authorities have been notified prior to shipment. 3.3 Specify requirements for loading, segregation, stowage, carriage, handling and unloading of the package, overpack or freight container. 3.4 Specify any necessary route instructions and restrictions on the mode of transport and conveyance. 3.5 Specify relevant emergency arrangements for consignment.

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	3.6 Provide required transport documents, including any approval certificates from the relevant competent authority. 3.7 Ensure that size, weight, contents, packaging and label information for consigned items match consignor's declaration before shipment. 3.8 Ensure consigned items are stowed and secured and that vehicle is placarded if necessary.
4. Respond to potential or actual radiation incidents	4.1 Recognise unusual situations, unexpected hazards, and potential or actual emergency radiation incidents. 4.2 Inform relevant personnel about the situation, hazard or incident and seek their advice. 4.3 Initiate workplace emergency first response.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPRAD302 Consign radioactive material.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPRAD004 Consign radioactive material

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- using relevant information sources to locate and interpret information about the safe transport of radioactive materials
- interpreting radiation labels, placards and safety signs
- completing documentation accurately with close attention to detail
- seeking advice or further directions when faced with unexpected situations that may require decisions or actions beyond own technical competence
- using monitoring equipment to measure radiation
- using and caring for personal monitoring equipment

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- guidelines for consignors, carriers and consignees defined in local regulations and relevant codes
- radioactivity, radioactive material, ionising radiation, contamination, contamination controls, shielding, half-life, transport index, and safe distance
- types and properties of ionising radiation
- relevant dose limits
- information on radiation labels, placards, emergency information sheets and safety signs and in transport documents relevant to job role
- internal and external exposure pathways and protective measures

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- radiation health effects
- layers of protection, including:
  - avoiding exposure, where practicable
  - isolating sources of radiation where practicable through shielding, containment and remote handling techniques
  - engineering controls
  - adopting safe work practices, including work methods which make appropriate use of time, distance and shielding
  - where other means of controlling exposure are not practicable, using approved personal protective equipment
- health, safety and workplace emergency response procedures, safe working rules, personal hygiene requirements and safe operating procedures for equipment relevant to job role

Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPRAD005 Handle and transport radioactive material

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPRAD303 Handle and transport radioactive material. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to safely pick up and deliver an item containing radioactive material. This involves checking the item and paperwork before transport; loading, segregating and unloading; safely and securely transporting; and handing the material over to the user or consignee. These tasks may be performed with the authorisation of the competent authority in the Australian states or territories in which the transport occurs.

This unit applies to personnel who handle and transport materials, articles, instruments and/or containers that emit ionising radiation within Australia by road, rail, waterways, sea or air.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently, performing routine tasks in a familiar context.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Radiation Safety

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare for pick-up of items	1.1 Ensure compliance with licence, permit and vehicle requirements that apply to carrier of consigned items. 1.2 Confirm pick-up arrangements and specific requirements for loading, segregation, stowage, carriage, handling and unloading of the items. 1.3 Check that vehicle and communication devices are in good working order. 1.4 Ensure that required emergency response information is in vehicle cabin.
2. Check items prior to transport	2.1 Check that each item is intact. 2.2 Quarantine any item not safe for transport or with inconsistent paperwork, and promptly advise relevant personnel. 2.3 Check that size, weight, contents, packaging and label information for each item matches accompanying consignor's declaration. 2.4 Check that carrier copies of required transport documents are present, accurate and complete. 2.5 Confirm that non-fixed external contamination of items does not exceed specified limit. 2.6 Confirm that maximum radiation level from any surface of items does not exceed specified limit.
3. Safely stow and transport items	3.1 Use radiation protection and safety procedures and manual safe-handling procedures when handling items. 3.2 Ensure that each item is securely stowed and segregated. 3.3 Record receipt of items. 3.4 Ensure that required dangerous goods signs/placards are attached to vehicle in correct positions. 3.5 Deliver items using agreed routes and schedules. 3.6 Ensure security of items when vehicle is unattended. 3.7 Arrange for safe, secure storage of items in accordance with the relevant code during extended stops or breaks in transit, during

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	trans-shipment and if delivery cannot be completed.
4. Complete delivery of items	4.1 Check that each item is intact and matches consignor's declaration before handover to user or consignee. 4.2 Quarantine any item that has visible damage or inconsistent paperwork and promptly advise relevant personnel. 4.3 Advise user or consignee of any specified requirements for the safe and secure interim storage of items. 4.4 Complete and file relevant transport documents.
5. Respond to potential or actual emergency incidents	5.1 Recognise unusual situations, unexpected hazards, and potential or actual emergency incidents. 5.2 Inform relevant personnel about the situation, hazard or incident and seek their advice. 5.3 Initiate appropriate workplace emergency first response.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPRAD303 Handle and transport radioactive material.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPRAD005 Handle and transport radioactive material

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- applying transport documents relevant to job role
- recognising radiation labels, placards and safety signs relevant to job role
- completing carrier's documentation accurately with close attention to detail
- seeking advice or further directions when faced with unexpected situations that may require decisions or actions beyond own technical competence
- using and caring for radiation monitoring equipment, if required in job role

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- guidelines for consignors, carriers and consignees defined in local regulations and relevant codes
- radioactivity, radioactive material, ionising radiation, contamination, contamination controls, shielding, transport index, and safe distance
- types and properties of ionising radiation
- relevant dose limits
- information on radiation labels, placards, emergency information sheets and safety signs and in transport documents relevant to job role
- internal and external exposure pathways and protective measures
- radiation health effects

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- layers of protection, including:
  - avoiding exposure, where practicable
  - isolating sources of radiation where practicable through shielding, containment and remote handling techniques
  - engineering controls
  - adopting safe work practices, including work methods which make appropriate use of time, distance and shielding to minimise exposure
  - using approved personal protective equipment (PPE) where other means of controlling exposure are not practicable
- health, safety and workplace emergency response procedures, safe working rules, personal hygiene requirements and safe operating procedures for equipment relevant to job role

Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPRAD006 Work safely with radiation-sealed source equipment

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPRAD304 Work safely with radiation-sealed source equipment. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to work safely when operating sealed source equipment that emits ionising radiation. This involves assessing risks before conducting the assigned work tasks, using recommended controls, applying safe working rules and emergency response procedures, monitoring radiation levels and completing required documentation.

This unit applies to authorised personnel who work at geotechnical, construction, mining and manufacturing, or analytical and research sites with any of the following sealed sources or equipment:

- industrial radiography equipment or gamma sources
- portable density and moisture gauges
- fixed source gauges (level, density, thickness and proximity)
- bore hole logging
- portable XRD and XRF instruments.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work under supervision, or be authorised by the responsible person, to perform routine tasks in familiar contexts.

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No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Radiation Safety

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare for assigned tasks	1.1 Apply organisation's radiation management plans concerning hazards, monitoring equipment and safe working rules. 1.2 Liaise with site management to arrange access and confirm the nature and likely duration of assigned tasks. 1.3 Check that equipment required for assigned tasks is present and fit for purpose. 1.4 Record movement of source equipment. 1.5 Stow source equipment and monitoring equipment to prevent damage and to ensure safe, secure transport to the site and within the boundaries of the site. 1.6 Check that transport vehicle is fit for purpose and has the required signage.
2. Perform assigned tasks safely	2.1 Assess hazards at the site or prior to commencing assigned tasks, and seek advice if necessary. 2.2 Establish, or activate existing, boundaries and signage to control access to work area. 2.3 Perform pre-use and safety checks of source equipment and monitoring equipment. 2.4 Apply safe working rules and any other site control measures to minimise exposure to personnel and/or members of the public during assigned tasks. 2.5 Perform assigned tasks in the minimum safe time. 2.6 Verify that radiation measurements are below specified levels throughout assigned tasks. 2.7 Seek advice to deal with any situation beyond own technical competence. 2.8 Record required data and note any atypical site conditions or problems encountered and the actions taken.

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3. Complete assigned tasks	3.1 Confirm that source has been returned to the fully shielded position within its container. 3.2 Check for contamination and if necessary perform personal decontamination in accordance with radiation management plan. 3.3 Re-stow source equipment and monitoring equipment to prevent damage and to ensure safe, secure transport from the site and within the boundaries of the site. 3.4 Record use of radiation source equipment and monitoring equipment. 3.5 Check the condition of all equipment before storing it. 3.6 Manage waste. 3.7 Survey the work area prior to leaving the site.
4. Report findings and outcomes	4.1 Record monitoring data. 4.2 Compare monitoring results with relevant radiation limits and note any significant differences or atypical results. 4.3 Identify potential or actual radiation protection or safety issues revealed during monitoring of assigned tasks. 4.4 Identify potential improvements that could be made to monitoring or work practices at the site. 4.5 Report findings and outcomes of assigned tasks. 4.6 Maintain required records that are complete, accurate, legible and secure.
5. Respond to potential or actual radiation incidents	5.1 Recognise unusual situations, unexpected hazards, and potential or actual emergency radiation incidents. 5.2 Inform relevant personnel about the situation, hazard or incident and seek their advice. 5.3 Initiate appropriate workplace emergency first response.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPRAD304 Work safely with radiation-sealed source equipment.

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPRAD006 Work safely with radiation-sealed source equipment

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- using relevant information sources to locate and interpret information about radiation source equipment
- conducting pre-use checks, for source equipment and monitoring equipment used in task
- interpreting manuals for source equipment and monitoring equipment used in job role
- assessing and reassessing risks and hazards and taking appropriate protective measures regularly
- operating source equipment and monitoring equipment used in task to obtain reliable data
- seeking advice and further directions when faced with unexpected situations that may require decisions or response actions beyond technical competence
- using and caring for personal protective equipment (PPE) and personal monitoring equipment required in job role

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- ionising radiation, radioactivity, radioactive material, contamination, contamination controls, concentration, shielding, half-life, radionuclide, and safe distance
- types and properties of ionising radiation, sources and shielding methods
- definitions of radiation quantities, including exposure, dose, effective dose, dose rate, dose equivalent, and dose limits
- exposure pathways and protective measures

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- signs and symptoms of radiation exposure, radiation health effects, and deterministic and stochastic effects
- international system (SI) of units for radiation quantities
- function of key components, set-up checks and operating principles of source equipment and monitoring equipment used in task
- guidelines and safety procedures for working with radiation sources, based on principles of time, distance and shielding
- principles of optimising work practices to minimise exposure
- health, safety and workplace emergency response procedures, safe working rules, personal hygiene requirements and safe operating procedures for equipment relevant to job role
- PPE and monitoring equipment relevant to job role and task
- principles and techniques for decontamination of personnel in the field
- techniques for assessing radiation hazards likely to be encountered in task
- techniques for conducting monitoring relevant to task
- techniques for control, containment and/or confinement of radiation sources/equipment consistent with capabilities and required in task

Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPRAD007 Monitor radiation

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPRAD401 Monitor radiation. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to safely monitor radiation and the exposure of people and environment during radiation-related work activities. This involves identifying information about the work activities to be monitored, using the specified monitoring equipment, and applying safe working rules and monitoring procedures to obtain reliable results.

This unit applies to those working in radiation-related work activities, including:

- extracting, milling, processing and packing radioactive ores
- operating, installing, servicing and calibrating fixed radiation gauges, bore hole logging or industrial radiography equipment, and moisture and density gauges
- decontaminating and servicing equipment that has been in contact with radioactive material
- XRF and XRD analysis
- collecting, preparing and testing samples containing radioactive materials
- using radionuclides in a laboratory

The activities may take place:

- at a mine or plant that processes radioactive ore and minerals
- with instruments that emit ionising radiation at geotechnical, construction, mining and manufacturing sites, or analytical and research facilities
- in a laboratory or licensed facility that handles radioactive materials
- in a nuclear facility.

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The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would be authorised by the responsible person to perform routine tasks in familiar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Radiation Safety

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare for assigned monitoring tasks	1.1 Apply radiation management plans concerning hazards, monitoring equipment and safe working rules. 1.2 Liaise with relevant site personnel to arrange access and confirm the nature and likely duration of assigned monitoring tasks. 1.3 Perform and record pre-use checks of radiation instruments and tag or replace faulty items as necessary. 1.4 Check that personal protective equipment (PPE) and other task-related equipment is fit for purpose. 1.5 Stow all radiation instruments and monitoring equipment to ensure safe transport to the site and within the site.
2. Obtain reliable monitoring data or samples	2.1 Apply safe working rules to minimise personal ionising radiation exposure. 2.2 Conduct regular instrument checks and minor maintenance if required. 2.3 Conduct repeat measurements for quality control purposes and identify and report atypical equipment response. 2.4 Collect and label environmental samples using specified equipment and procedures to preserve their integrity. 2.5 Record atypical radiation conditions. 2.6 Seek advice to deal with any situation beyond own technical

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	competence.
3. Complete assigned monitoring tasks	3.1 Check for contamination of equipment. 3.2 Re-stow all radiation instruments and monitoring equipment to ensure safe transport from the site and within the site. 3.3 Record use of PPE and radiation instruments in accordance with radiation management plans. 3.4 Check condition of PPE, radiation instruments and monitoring equipment before storing. 3.5 Store any samples to preserve their integrity, security and traceability in accordance with sampling procedures. 3.6 Manage waste.
4. Analyse monitoring data and report results	4.1 Record results. 4.2 Check that recorded outcomes are consistent with expectations. 4.3 Compare results with relevant radiation limits and identify and record any significant differences or atypical results. 4.4 Identify potential or actual radiation protection issues revealed by the site monitoring tasks. 4.5 Identify potential improvements that could be made to monitoring at site. 4.6 Maintain required records that are complete, accurate, legible and secure. 4.7 Provide site and personal radiation data to authorised personnel.
5. Respond to potential or actual radiation incidents	5.1 Recognise unusual situations, unexpected hazards, and potential or actual emergency radiation incidents. 5.2 Inform the responsible person or delegate about the situation, hazard or incident and seek their advice. 5.3 Initiate appropriate workplace emergency first response.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPRAD401 Monitor radiation.

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPRAD007 Monitor radiation

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- recognising different types of monitoring equipment and their limitations, restrictions and applicability, including at least one of:
  - air proportional
  - gas proportional
  - gas ionisation
  - Geiger-Muller
  - Scintillation
  - neutron monitors
  - solid state
  - personal dosimeters (badge and electronic)
- using relevant information sources to locate and interpret information about radiation sources and equipment encountered in job role or duties
- conducting pre-use checks for radiation instruments and monitoring equipment used in job role or duties
- interpreting manuals for radiation monitoring equipment used in job role or duties
- collecting, labelling and preserving occupational and environmental processing and analysing radiation monitoring data
- assessing and reassessing risks and hazards regularly and taking appropriate protective measures
- safely operating radiation instruments and monitoring equipment to obtain reliable data
- seeking advice and further directions when faced with unforeseen circumstances or situations that may require decisions or response actions beyond technical competence
- using and caring for PPE

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Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- ionising radiation, radioactivity, radioactive material, activity, dose, contamination, contamination controls, shielding, half-life, and radionuclide
- types and properties of ionising radiation, sources and shielding methods
- definitions of radiation quantities, including exposure, dose, effective dose, dose rate, dose equivalent, and dose limits
- international system (SI) of units for radiation quantities, multiples and sub-multiples
- function of key components and operating principles of radiation instruments and monitoring equipment used in job role
- guidelines and safety procedures for working with radiation sources, based on principles of:
  - reducing exposure time
  - maintaining greatest distance
  - using as much shielding as possible
- health, safety and workplace emergency response procedures relevant to job role or duties
- techniques and procedures for collecting potentially radioactive samples
- techniques for assessing radiation hazards likely to be encountered in job role or duties
- techniques for conducting monitoring surveys used in job role or duties

Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPRAD008 Coordinate radiation safety

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPRAD708A Coordinate radiation safety. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to coordinate an organisation's ongoing safety management of radiation-related work activities for the purpose of protecting workers, the public and the environment from radiation hazards. This involves assessing local radiation protection and safety requirements and assessing implementation of systems and controls that are employed to ensure the organisation/licensee's compliance with relevant radiation protection and safety legislation, standards, licences or codes of practice.

This unit applies to those working as a local radiation safety coordinator. They may assist a radiation safety officer:

- at a mine or processing plant that produces radioactive ore or minerals
- with instruments that emit ionising radiation at geotechnical, construction, mining and manufacturing sites, or analytical and research facilities
- in a laboratory or licensed facility that handles radioactive materials
- in a nuclear facility

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently, performing routine tasks in familiar contexts.

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No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Radiation Safety

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Assess radiation protection and safety requirements	1.1 Confirm radiation protection and safety requirements for site by reviewing relevant radiation protection and safety legislation, standards, codes and guidelines. 1.2 Review relevant available records and information about hazards due to radioactive materials, equipment and work activities conducted at the site. 1.3 Identify known and potential hazards associated with current and future radiation-related work activities. 1.4 Identify appropriate radiation instruments, monitoring equipment and measuring/survey procedures to quantify hazards. 1.5 Quantify ionising radiation hazards and anticipated exposure/dose, and compare results with relevant limits. 1.6 Review available information about relevant radiation control measures, safety procedures, radiation monitoring programs and personal protective equipment (PPE). 1.7 Determine if specific work areas need to be controlled more effectively. 1.8 Undertake risk analysis for local site specific to radiation related activity.
2. Develop or revise local radiation management plans	2.1 Review the local procedures for developing or revising radiation protection policy, procedures and plans. 2.2 Identify local compliance against radiation safety requirements. 2.3 Design or amend local radiation management plans to control and monitor all radiation-related work activities to comply with regulator requirements. 2.4 Identify possible impacts of new or revised local radiation management plans on relevant organisational policies, procedures and systems, and advise relevant personnel. 2.5 Forward draft local radiation management plans for feedback and

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	approval. 2.6 Distribute authorised local radiation management plans to relevant personnel and confirm they understand their roles and responsibilities. 2.7 Design key performance indicators for radiation safety performance measurement. 2.8 Negotiate targets for radiation safety key performance indicators in line with organisational plan. 2.9 Develop and implement quantitative risk management and risk assessment tools for radiation.
3. Ensure local radiation protection and monitoring systems are implemented effectively	3.1 Design a strategy for implementing the new or revised local radiation management plans that identifies key people, recommended approaches and available resources. 3.2 Provide information about radiation protection and monitoring equipment and procedures to relevant personnel and confirm they understand their responsibilities. 3.3 Confirm that prescribed radiation signs and safety communication systems, including noticeboards, are maintained in good condition and are readily visible. 3.4 Design appropriate audit tools and audit plans. 3.5 Conduct audits of radiation protection and monitoring systems, equipment and safety performance in accordance with agreed audit plans. 3.6 Analyse audit information to identify non-conformances and opportunities for improvements. 3.7 Produce audit reports that clearly define actions required to correct non-conformances. 3.8 Record findings, actions and outcomes.
4. Investigate and rectify local safety, quality and non-compliance issues	4.1 Investigate atypical dose results with reference to radiation safety key performance indicators. 4.2 Examine defects or changes in work practices and equipment, and hazards that could increase exposure of personnel or present an environmental risk at local level, and determine appropriate controls. 4.3 Analyse instances of potential or actual non-compliance and re-design work practices and procedures to prevent recurrence. 4.4 Identify opportunities and strategies to further improve the organisation’s radiation protection and monitoring systems. 4.5 Implement authorised corrective and preventative actions. 4.6 Record recommendations, actions and outcomes.
5. Inform radiation safety officer	5.1 Provide regular status reports, including details of instances of potential or actual non-compliance, or incidents/accidents and the actions taken.

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management or licensee about radiation protection and safety	5.2 Provide regular information about the adequacy of radiation management plans and protection and monitoring systems, and recommend improvements. 5.3 Obtain authorisation for significant equipment purchases. 5.4 Obtain authorisation for corrective and preventative actions. 5.5 Advise the organisation when input from external radiation specialists is required.
6. Promote a radiation safety culture	6.1 Assess the competency of personnel to safely undertake specific radiation-related work activities and make appropriate recommendations to the responsible person. 6.2 Access or develop learning and development programs that meet organisational and regulator requirements. 6.3 Deliver, or arrange for the delivery of, training that meets the identified needs of personnel. 6.4 Communicate effectively the need to make doses as low as reasonably achievable.
7. Manage information about radiation protection and safety	7.1 Specify all information that must be recorded and secured and advise relevant personnel. 7.2 Control access to records. 7.3 Provide reports. 7.4 Maintain and secure records, and provide advice on improvements to record management.
8. Respond to potential or actual radiation incidents or accidents	8.1 Recognise unusual situations, unexpected hazards, and potential or actual emergency radiation incidents. 8.2 Inform relevant personnel about the situation, hazard or incident and seek their advice as necessary. 8.3 Assist emergency response personnel to control the situation.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPRAD708A Coordinate radiation safety.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPRAD008 Coordinate radiation safety

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- locating and interpreting information about radiation protection and safety legislation, standards, codes and guidelines
- assessing and reassessing risks and hazards and designing appropriate controls
- developing plans, organisational policy and procedures and safe work practices
- initiating audits and inspections of radiation protection and safety systems
- choosing and using appropriate available radiation source equipment and radiation instruments
- interpreting manuals for radiation sources/equipment and radiation instruments used in organisation
- designing, planning and conducting monitoring surveys under direction
- analysing radiation data, and verifying and reporting results
- seeking advice in situations that may require decisions or response actions beyond technical competence
- explaining radiation protection and safety issues, safe working rules and recommended procedures to other personnel

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

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- ionising radiation, radioactivity, radioactive material, NORM, contamination, contamination controls, concentration, shielding, half-life, radionuclide, transport index, safe distance, and weighting factor
- types and properties of ionising radiation sources and shielding methods
- definitions of radiation quantities, including exposure, dose, effective dose, dose rate, dose equivalent, and dose limits
- exposure pathways and protective measures
- signs and symptoms of radiation exposure, radiation health effects, and deterministic and stochastic effects
- international system (SI) of units for radiation quantities
- operating principles and function of key components, and set-up and calibration checks for radiation instruments, dosimeters and equipment used in job role
- detailed requirements of relevant legislation, codes, guidelines and safety procedures for working with radiation sources/equipment used at the organisation's facilities or sites
- health and safety and workplace emergency response procedures for radiation-related work activities in organisation
- types of PPE for personnel working in ionising radiation environments and the recommended selection process
- potential adverse health and performance effects of wearing PPE while working in potentially hazardous environments
- principles and techniques for decontamination of personnel and equipment
- techniques and procedures for collecting potentially radioactive samples
- techniques for assessing radiation hazards likely to be encountered in organisation
- techniques for conducting contamination surveys
- techniques for control, containment and confinement of radiation sources/equipment encountered by organisation.
- working knowledge of the business activities and operations conducted at the organisation's sites and the associated radiation risks

Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPRAD009 Select, commission and maintain radiation measuring instruments

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPRAD709A Select, commission and maintain radiation measuring instruments. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to provide sufficient, fully functioning radiation measuring instruments to implement an organisation's radiation management plan and monitoring programs. This involves identifying the need for specific kinds of instruments, determining the suitability of available instruments, procuring and commissioning instruments, checking their serviceability and calibration, performing routine maintenance, training staff to operate instruments correctly, and maintaining relevant records.

This unit applies to those working in a radiation safety coordination role. They may work as, or assist, a radiation safety officer working:

- at a mine or plant that processes radioactive ore and minerals
- with instruments that emit ionising radiation at geotechnical, construction, mining and manufacturing sites, or analytical and research facilities
- in a laboratory or licensed facility that handles radioactive materials or has radiation-emitting apparatus
- in a nuclear facility.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

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Those undertaking this unit would work under supervision, or be authorised by the responsible person, to perform routine tasks in familiar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Radiation Safety

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Procure suitable instruments	1.1 Determine types of ionising radiation measuring instruments required by the organisation to monitor hazards associated with current or future radiation-related work activities. 1.2 Research information about specifications and features of instruments that may be suitable and their suppliers. 1.3 Liaise with suppliers and/or conduct tests to compare the stated performance of available instruments against the organisation's specifications. 1.4 Seek advice and assistance with evaluating instruments if beyond own technical competence. 1.5 Select the most suitable instruments and arrange for their procurement.
2. Commission new instruments	2.1 Use manufacturer's documentation to develop a thorough understanding of instrument operation, functional test procedures, routine instrument checks and maintenance requirements. 2.2 Ensure that the instrument has been calibrated appropriately for its intended use. 2.3 Conduct component checks and test measurements to confirm instrument performance for intended use. 2.4 Enter required information about the new instrument into the organisation's information management system. 2.5 Develop and document clear procedures for operating, caring for and maintaining the instrument.
3. Train instrument operators	3.1 Identify the skills and knowledge required to operate the instrument safely and reliably in the workplace and interpret the radiation quantities measured.

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	3.2 Develop appropriate training program for instrument operators using established adult learning principles. 3.3 Ensure that each operator can use the instrument competently for the required measurement applications. 3.4 Record training outcomes in accordance with regulator requirements and organisational procedures. 3.5 Audit operators' use of instruments at regular intervals to ensure their ongoing competence.
4. Maintain instruments fit for purpose	4.1 Conduct regular instrument checks and minor maintenance in accordance with organisation's radiation management plan. 4.2 Check instrument calibration using specified standards and procedures, and record relevant information. 4.3 Troubleshoot basic faults and determine whether local repair or maintenance is technically possible and economical. 4.4 Arrange for repair or servicing from an accredited agent or other appropriate personnel. 4.5 Check instrument's performance after repair or service before approving it for use. 4.6 Maintain required records that are complete, accurate, legible and secure.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPRAD709A Select, commission and maintain radiation measuring instruments.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPRAD009 Select, commission and maintain radiation measuring instruments

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- Recognising types of measuring instruments and the advantages and limitations of their use, including at least one of:
  - air proportional
  - gas proportional
  - gas ionisation
  - Geiger-Muller (GM)
  - compensated GM
  - scintillation
  - neutron monitors
  - solid state
  - personal dosimeters (badge and electronic)
- locating, interpreting and comparing information about measuring instruments used by organisation
- selecting suitable instruments by analysing factors, including at least one of:
  - intended use (fixed/portable, laboratory/field)
  - range of radiation types
  - intensities and energies
  - accuracy
  - sensitivity
  - response time
  - robustness

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  - serviceability
  - limitations
- conducting pre-use and calibration checks, troubleshooting common faults, conducting basic repairs of and maintaining radiation measuring instruments
- safely operating radiation measuring instruments to obtain reliable data
- processing and analysing radiation measurement data and applying established corrections
- interpreting manuals and writing operating instructions for radiation measuring instruments

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- ionising radiation, radioactivity, radioactive material, activity, dose, contamination, contamination controls, shielding, half-life, and radionuclide
- operating voltage, accuracy, response time, sensitivity, detection limit, linearity, source-detector geometry and distance corrections, compensation
- types, energies and properties of ionising radiation, sources and shielding methods
- radiation quantities, including exposure, dose, tissue weighting factor, effective dose, dose rate, radiation weighting factor, dose equivalent, and dose limits
- international system (SI) of units for radiation quantities, multiples and sub-multiples
- techniques for conducting measurements and monitoring surveys
- characteristics, capabilities, limitations, function of key components and operating principles of radiation measuring instruments
- role and importance of regular calibration and pre-use checks and maintenance
- common instrument faults, troubleshooting, and recommended remedial actions and repairs
- common instrument operator errors
- techniques for assessing radiation hazards likely to be encountered in job role
- guidelines and safety procedures for working with radiation sources, based on principles of:
  - reducing exposure time
  - maintaining greatest distance
  - using as much shielding as possible
- health, safety and workplace emergency response procedures relevant to job role

Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

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Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPRAD010 Apply radiation safety knowledge to develop and implement ionising radiation management plans

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPRAD710A Apply radiation safety knowledge to develop and implement ionising radiation management plans. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to develop and implement a radiation management plan to ensure the protection of workers, public and the environment, including emergency response. It includes ensuring adequate provision of training for all personnel and developing and sustaining a radiation safety culture to ensure that legislative and organisational requirements are met.

This unit applies to personnel primarily responsible for organisation-wide radiation safety within their organisation. They may work as the radiation safety officer.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work autonomously, performing sophisticated tasks in familiar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Radiation Safety

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Analyse the requirements for a radiation management plan	1.1 Confirm radiation protection and safety requirements detailed in radiation management plan by reviewing relevant radiation protection and safety legislation, standards, codes and guidelines. 1.2 Review relevant, available records and information about hazards due to radioactive materials, equipment and work activities of the organisation. 1.3 Identify known and potential hazards associated with current or future radiation-related work activities. 1.4 Procure radiation instruments and monitoring equipment and locate measuring or survey procedures to quantify hazards. 1.5 Quantify radiation hazards and anticipated exposure/dose, and compare results with relevant limits. 1.6 Source information and make recommendations about relevant radiation control measures, safety procedures, radiation monitoring programs and personal protective equipment (PPE). 1.7 Undertake organisational risk assessment in relation to ionising radiation safety.
2. Develop and/or revise organisational radiation protection program	2.1 Identify organisational compliance against radiation safety requirements, including organisational policy and approach, and review organisation's procedures for developing or revising radiation protection policy, procedures and plans. 2.2 Identify critical groups potentially affected by radiation practices conducted by whole of organisation, including workers, the public and the environment. 2.3 Undertake critical group analysis and cost-benefit analysis component of radiation management plan to identify key performance indicators. 2.4 Design or amend radiation management plans to control and monitor radiation-related work activities conducted by the organisation and comply with regulator requirements. 2.5 Submit radiation management plans to the responsible person for approval. 2.6 Design a strategy for implementing the new/revised

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	organisational radiation management plans that identifies key people, recommended approaches and resources available. 2.7 Distribute plans to relevant personnel and confirm they understand their roles and responsibilities. 2.8 Identify organisational key performance indicators for radiation safety performance measurement and negotiate targets for these indicators. 2.9 Develop and implement quantitative risk management/risk assessment tools for radiation.
3. Ensure organisational radiation protection and monitoring systems are implemented effectively	3.1 Ensure all personnel understand their roles and responsibilities under the new or revised authorised radiation management plans. 3.2 Ensure information about radiation protection and monitoring equipment and procedures is provided to relevant personnel. 3.3 Ensure that prescribed radiation signs and safety communication systems, including noticeboards, are maintained in good condition and are readily visible. 3.4 Approve appropriate audit plans and audit tools. 3.5 Ensure audits of radiation protection and monitoring systems, equipment and safety performance are conducted in accordance with agreed audit plans. 3.6 Analyse audit information to identify non-conformances and opportunities for improvements and provide recommendations to the licensee or responsible person on non-compliance and opportunities for improvement. 3.7 Ensure all findings, actions and outcomes are documented in accordance with regulator requirements and organisational procedures.
4. Investigate and rectify organisational safety, quality and non-compliance issues	4.1 Review atypical dose results with reference to radiation safety key performance indicators. 4.2 Examine any defect or changes in work practice, equipment or hazards that could increase exposure of personnel or present an environmental risk at organisational or systemic level and determine appropriate controls. 4.3 Analyse instances of potential or actual non-compliance and redesign work practices or procedures to prevent recurrence. 4.4 Approve and implement changes in work practices to further improve the organisation’s radiation protection and monitoring systems. 4.5 Maintain records of all actions and outcomes.
5. Inform the licensee about radiation protection and safety	5.1 Review status reports, including details of instances of potential or actual non-compliance or incidents or accidents and actions taken. 5.2 Review information about the adequacy of radiation management plans and protection and monitoring systems, and recommend

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	improvements. 5.3 Procure significant equipment purchases. 5.4 Authorise corrective and preventative actions in accordance with organisational procedures and regulator requirements. 5.5 Engage external radiation specialists.
6. Promote a radiation safety culture	6.1 Implement mechanisms to ensure the competency of personnel to safely undertake specific radiation-related work activities, and make recommendations to the responsible person. 6.2 Review organisation's learning and development strategies and needs regularly to ensure they meet organisational and regulator requirements. 6.3 Actively promote the need to make doses as low as reasonably achievable consistent with legislation, and organisational policy and procedures.
7. Establish information management systems about radiation protection and safety	7.1 Specify all information that must be recorded and secured, and advise relevant personnel. 7.2 Maintain required records that are complete, accurate and legible. 7.3 Control access to records in accordance with organisational procedures. 7.4 Provide reports in accordance with regulator requirements and organisational procedures. 7.5 Maintain and secure records, and resolve problems in record management promptly. 7.6 Regularly review the organisation's training requirements in radiation protection/safety, workplace emergency response and environmental protection, taking into account the needs of stakeholders.
8. Respond to potential or actual radiation incidents or accidents	8.1 Respond to potential radiation incidents, which may include unusual situations, unexpected hazards, or potential or actual emergency incidents. 8.2 Inform relevant personnel about the situation, hazard or incident. 8.3 Assist emergency response personnel to control the situation.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

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Unit Mapping Information

This unit supersedes and is equivalent to PSPRAD710A Apply radiation safety knowledge to develop and implement ionising radiation management plans.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPRAD010 Apply radiation safety knowledge to develop and implement ionising radiation management plans

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- sourcing and analysing new and existing information regarding radiation protection, legislation, standards, codes and guidelines
- reviewing and implementing appropriate controls for organisation-wide radiation hazards
- reviewing and implementing controls to minimise the risks of radiation hazards for practices within the control of the responsible person
- ensuring that the legislative responsibilities of the licensee are fulfilled
- implementing radiation safety and related policies, procedures and practices
- ensuring that audits are consistent with organisational policies and procedures
- identifying and procuring radiation sources and equipment
- reviewing and making recommendations in relation to monitoring surveys and data analysis
- providing advice, authorising reports and making decisions within scope of authority
- explaining radiation protection and safety issues, safe working rules and recommended procedures to other personnel
- reviewing training needs in radiation protection and safety, workplace emergency response and environmental protection

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

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- ionising radiation, radioactivity, radioactive material, NORM, contamination, contamination controls, concentration, shielding, half-life, radionuclide, transport index, safe distance, and weighting factor
- types and properties of ionising radiation sources and shielding methods
- radiation quantities, including exposure, dose, effective dose, dose rate, dose equivalent, and dose limits
- exposure pathways and protective measures
- signs and symptoms of radiation exposure, radiation health effects, and deterministic and stochastic effects
- international system (SI) of units for radiation quantities
- function of key components, set-up and calibration checks, and operating principles of radiation instruments, dosimeters and equipment
- detailed requirements of relevant legislation, codes, guidelines and safety procedures for working with radiation sources/equipment
- health and safety and workplace emergency response procedures for radiation-related work activities in organisation
- types of PPE for personnel working in ionising radiation environments and the recommended selection process
- potential adverse health and performance effects of wearing PPE while working in potentially hazardous environments
- principles and techniques for decontamination of personnel and equipment
- techniques and procedures for collecting potentially radioactive samples
- techniques for assessing radiation hazards likely to be encountered in organisation
- techniques for conducting contamination surveys
- techniques for control, containment and confinement of radiation sources/equipment encountered by organisation
- environment, health and safety policy and procedures of the organisation, particularly how different parts of occupational hygiene system are interdependent, including ventilation, noise, radiation and chemicals
- working knowledge of the business activities and operations conducted at the organisation’s sites and the associated radiation risks
- critical group analysis, cost-benefit analysis and assessment processes to develop cost effective radiation protection programs
- sources of industry information and information from relevant professional bodies to maintain currency

Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

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Links

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PSPRAD011 Work safely with radiation-unsealed source equipment

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages.

Application

This unit describes the skills required to work safely with unsealed radioactive source and radioactive substance that emit ionising radiation. This involves assessing risks before conducting the assigned work tasks, using recommended controls, applying safe working rules and emergency response procedures, monitoring radiation levels and completing required documentation.

This unit applies to authorised personnel who work at university, hospital, medical, veterinary, mining, analytical and research sites and are required to undertake tasks using an unsealed radioactive source and/or radioactive substance.

The tasks may take place:

- at a mine or plant that processes radioactive ore and minerals
- with instruments that emit ionising radiation at geotechnical , construction, mining and manufacturing sites
- in a laboratory, analytical or research facility or licensed facility that handles radioactive materials or has radiation-emitting apparatus
- in a nuclear facility

This unit applies to those undertaking radiation-related work activities, including:

- extracting, milling, processing and packing radioactive ores
- decontaminating and servicing equipment that has been in contact with radioactive materials
- collecting, preparing and testing samples containing radioactive materials
- using radionuclides in a laboratory

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The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work under the authorisation of a responsible person and with the advice of a radiation safety professional, such as a radiation safety officer.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Radiation Safety

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare for assigned tasks	1.1 Apply radiation management plans concerning hazards, monitoring equipment and safe working rules. 1.2 Liaise with site management to arrange access and confirm the nature and likely duration of assigned tasks. 1.3 Check that equipment required for assigned tasks is present and fit for purpose. 1.4 Record movement of unsealed radioactive source and radioactive substance. 1.5 Stow unsealed radioactive source and radioactive substance, and monitoring equipment to prevent damage and to ensure safe, secure transport to the site and within the boundaries of the site. 1.6 Check that transport vehicle is fit for purpose and has the required signage.
2. Perform assigned tasks safely	2.1 Assess hazards at the site or prior to commencing assigned tasks, and seek advice if necessary. 2.2 Establish, or activate existing, boundaries and signage to control access to work area. 2.3 Perform pre-use and safety checks of unsealed radioactive source and radioactive substance, and monitoring equipment. 2.4 Apply safe working rules and any other site control measures to minimise exposure to personnel and/or members of the public during assigned tasks.

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	2.5 Perform assigned tasks in the minimum safe time. 2.6 Verify that radiation measurements are below specified levels throughout assigned tasks. 2.7 Seek advice to deal with any situation beyond own technical competence. 2.8 Record required data and note any atypical site conditions or problems encountered and the actions taken.
3. Complete assigned tasks	3.1 Confirm that all ionizing radiation has been returned to the fully shielded position within its container. 3.2 Check for contamination and if necessary perform personal decontamination in accordance with radiation management plan. 3.3 Re-stow unsealed radioactive source and radioactive substance, and monitoring equipment to prevent damage and to ensure safe, secure transport from the site and within the boundaries of the site. 3.4 Record use of unsealed radioactive source and radioactive substance, and monitoring equipment in accordance with radiation management plans. 3.5 Check the condition of all equipment before storing it. 3.6 Manage waste. 3.7 Survey the work area prior to leaving the site.
4. Report findings and outcomes	4.1 Record monitoring data in accordance with requirements. 4.2 Compare monitoring results with relevant radiation limits and note any significant differences or atypical results. 4.3 Identify potential or actual radiation protection or safety issues revealed during monitoring of assigned tasks. 4.4 Identify potential improvements that could be made to monitoring or work practices at the site. 4.5 Report findings and outcomes of assigned tasks. 4.6 Maintain required records that are complete, accurate, legible and secure.
5. Respond to potential or actual radiation incidents	5.1 Recognise unusual situations, unexpected hazards, and potential or actual emergency radiation incidents. 5.2 Inform relevant personnel about the situation, hazard or incident and seek their advice. 5.3 Initiate appropriate workplace emergency first response.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

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Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPRAD011 Work safely with radiation-unsealed source equipment

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages.

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- using relevant information sources to locate and interpret information about unsealed radioactive source and radioactive substance
- conducting pre-use checks, for radiation instruments and monitoring equipment used in task
- interpreting manuals for unsealed radioactive source and radioactive substance and monitoring equipment used in job role
- processing data and verifying results
- regularly assessing and reassessing risks and hazards and taking appropriate protective measures
- handling unsealed radiation sources/substances and monitoring equipment used in task to obtain reliable data
- using and caring for personal protective equipment (PPE) and personal monitoring equipment required in job role

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- ionising radiation, radioactivity, radioactive material, contamination, contamination controls, concentration, shielding, half-life, radionuclide, and safe distance
- types and properties of ionising radiation, sources and shielding methods
- definitions of radiation quantities, including exposure, dose, effective dose, dose rate, dose equivalent, and dose limits
- exposure pathways and protective measures

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- signs and symptoms of radiation exposure, radiation health effects, and deterministic and stochastic effects
- international system (SI) of units for radiation quantities
- function of key components, set-up checks and operating principles of monitoring equipment used in task
- guidelines and safety procedures for working with radiation sources, based on principles of time, distance and shielding
- principles of optimising work practices to minimise exposure
- health, safety and workplace emergency response procedures, safe working rules, personal hygiene requirements and safe operating procedures for equipment relevant to job role
- PPE and monitoring equipment relevant to job role and task
- principles and techniques for decontamination of personnel in the field
- techniques for assessing radiation hazards likely to be encountered in task
- techniques for conducting monitoring relevant to task
- techniques for control, containment and/or confinement of unsealed radiation sources/substances consistent with capabilities and required in task

Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPREG001 Carry out inspections and monitoring under guidance

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPREG201A Carry out inspections and monitoring under guidance. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to carry out inspections and monitoring activities in accordance with relevant legislation and regulations, working under guidance. It includes confirming and preparing for inspections and monitoring activities, carrying out inspections and monitoring activities, acting on routine non compliance and providing reports.

This unit applies to those working in public sector roles conducting regulatory activities.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work in a team under guidance, performing routine tasks in a range of mostly familiar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Regulatory

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Confirm and prepare for inspections and monitoring activities	1.1 Clarify and confirm tasks with other staff members. 1.2 Confirm procedures, timeframes, resources and equipment requirements. 1.3 Confirm legislative requirements, risk management practices and workplace health and safety requirements with senior staff. 1.4 Identify communication strategies and development opportunities to make clients aware of their obligations under relevant legislation with assistance from other staff members. 1.5 Obtain and prepare resources and/or equipment.
2. Carry out inspections and monitoring activities	2.1 Implement risk management strategies as required in accordance with set procedures and timelines. 2.2 Use and maintain resources and/or equipment.
3. Act on routine non compliance	3.1 Provide information and/or education to achieve client compliance in line with the seriousness of the possible breach. 3.2 Take further action as a result of failure to achieve compliance in line with the seriousness of the possible breach. 3.3 Seek guidance to interpret legislation and regulations, and report contraventions accompanied by recommended action. 3.4 Refer serious or complex situations for advice or resolution. 3.5 Seek assistance to determine the elements of offences to be prosecuted under relevant legislation, and collect and provide information and evidence. 3.6 Fulfil court attendance and conduct requirements as required.
4. Provide reports	4.1 Maintain records. 4.2 Provide reports promptly that meet organisational requirements for format and content.

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Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPREG201A Carry out inspections and monitoring under guidance.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPREG001 Carry out inspections and monitoring under guidance

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- undertaking observation and analysis
- communicating with a diverse range of clients and staff
- writing reports using standard formats
- operating workplace equipment

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- public sector legislation, including WHS, environment, privacy
- organisational policy and procedures
- inspection/examination procedures
- monitoring procedures
- elements of an offence
- responses to routine non-compliance
- risk management practices
- workplace and industry environment

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Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPREG002 Undertake routine inspections and monitoring

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPREG301A Undertake routine inspections and monitoring. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to conduct generally routine inspections and monitoring in accordance with relevant Acts and regulations. Typically work will be under routine guidance with responsibility for assigned duties. It includes organising inspections and monitoring activities, undertaking routine inspections and monitoring activities, acting on non-compliance and providing reports and information.

This unit applies to those working in public sector roles conducting regulatory activities.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work under supervision, performing routine tasks in a range of mostly familiar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Regulatory

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Organise inspection and monitoring duties	1.1 Identify activities and responsibilities. 1.2 Identify procedures, timeframes, resources and equipment requirements. 1.3 Obtain and prepare resources and/or equipment. 1.4 Identify legislative requirements, risk management practices and workplace health and safety requirements. 1.5 Identify and tailor communication strategies and development opportunities to clients' needs, to make them aware of their obligations under relevant legislation. 1.6 Maintain and update procedural and information guides as required.
2. Undertake routine inspections and monitoring	2.1 Implement risk management practices as required in accordance with set procedures and timelines. 2.2 Use and maintain resources and/or equipment. 2.3 Communicate with other officers, clients and the public in line with organisational protocols and diversity principles.
3. Act on non-compliance	3.1 Provide information and/or education to achieve client compliance in accordance with client needs in line with the seriousness of the possible breach. 3.2 Take further action as a result of failure to achieve compliance in line with the seriousness of the possible breach. 3.3 Identify compliance requirements of legislation and regulations and report contraventions and recommended action. 3.4 Refer serious or complex situations for advice or resolution. 3.5 Identify the elements of each offence to be prosecuted under relevant legislation and collect and provide information and/or evidence in accordance rules of evidence. 3.6 Fulfil court attendance and conduct requirements as required.
4. Provide reports and information	4.1 Maintain records and provide reports. 4.2 Interpret inspection documentation against relevant legislation and provide information on policies, procedures and guidelines.

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	4.3 Provide on the job coaching in inspection and monitoring.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPREG301A Undertake routine inspections and monitoring.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPREG002 Undertake routine inspections and monitoring

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- undertaking field orientation
- undertaking observation and analysis
- communicating with a diverse range of clients and staff
- writing reports using standard formats
- operating workplace equipment and vehicles

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- public sector legislation, including WHS, environment, privacy
- organisational policy and procedures
- inspection/examination procedures
- monitoring procedures
- enabling legislation
- elements of an offence
- responses to non-compliance
- workplace and industry environment

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Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPREG003 Apply regulatory powers

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPREG401C Exercise regulatory powers. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to cover the exercise of powers under the organisation's enabling legislation and other relevant legislation for regulation, monitoring, inspection and investigation.

This unit applies to those working in public sector roles conducting regulatory activities.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently as part of a team, performing routine tasks involving a range of familiar and unfamiliar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Regulatory

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Establish regulatory powers	1.1 Access and use current information relating to enabling legislation and regulations to maintain up-to-date knowledge of requirements. 1.2 Confirm powers provided under the legislation and the boundaries of those powers. 1.3 Identify and confirm compliance requirements of the legislation, related regulations, standards, codes of practice and policy. 1.4 Identify and confirm acts and omissions that comprise non-compliance or offences under the legislation.
2. Apply enabling legislation	2.1 Identify and analyse circumstances where regulatory powers will be exercised to determine response or measures to apply. 2.2 Identify circumstances requiring the exercise of regulatory powers that are outside own limits and refer to others. 2.3 Identify risks associated with the exercise of regulatory powers and strategies to manage risks. 2.4 Apply enabling legislation consistent with the boundaries and powers contained therein.
3. Utilise other legislation and standards	3.1 Identify other legislation and standards which impact on powers and confirm their requirements. 3.2 Resolve or refer apparently conflicting legislative directions.
4. Work with other organisations	4.1 Identify organisations that have jurisdictions which may overlap and establish and maintain relationships. 4.2 Identify organisations available to provide assistance and advice or take referrals and establish relationships for mutual benefit. 4.3 Follow organisational protocols and procedures when working with other organisations. 4.4 Refer compliance matters to other organisations for action when required. 4.5 Follow lead agency protocols and/or lines of authority during operations involving more than one organisation.

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Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPREG401C Exercise regulatory powers.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPREG003 Apply regulatory powers

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- undertaking research and analysis
- using information technology to access relevant legislation and procedures
- reading complex written materials and applying them to work practices
- using scanning techniques
- engaging in discussion involving exchanges of often complex oral information
- choosing regulatory responses and/or measures to fit the circumstances and justifying those responses against legislation, guidelines, policy and regulations

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- full range of regulatory powers and the limits to those powers
- enabling legislation
- offences under the legislation
- aspects of criminal law, administrative law, industrial law, contract law
- statutory time limits
- terminology used in legislation and procedures
- organisational policies, guidelines and regulations
- public sector legislation including, health and safety and environment relating to the exercise of regulatory powers

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Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPREG004 Promote client compliance

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPREG402C Promote client compliance. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to promote client compliance. It includes advising and assisting clients to comply with legislation or standards and implementing communication strategies to improve compliance.

This unit applies to those working in public sector roles conducting regulatory activities.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently as part of a team, performing routine tasks in a range of familiar and unfamiliar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Regulatory

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Advise and assist clients to comply with legislation or standards	1.1 Confirm client needs, expectations, attitudes and current level of knowledge. 1.2 Identify and manage risks related to possible confrontations. 1.3 Provide advice to client's that is current, prompt and meets the specific needs of clients in its range, depth and form of presentation. 1.4 Seek feedback on clients' levels of understanding and use additional information or explanation to clarify issues if required. 1.5 Provide information to promote the benefits of compliance and the consequences of non-compliance. 1.6 Advise clients of processes and timelines when interpretation and/or advice from others is needed for complex matters.
2. Implement communication strategies to improve compliance	2.1 Tailor communication strategies to the audience and the context. 2.2 Apply presentation standards in accordance with the needs of clients. 2.3 Highlight community rights and responsibilities and avenues for public redress under legislation or standards, when applicable. 2.4 Use conflict resolution techniques if necessary and protect the safety of self and others. 2.5 Adjust content and presentation of communication strategies in response to feedback gathered from a range of clients.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPREG402C Promote client compliance.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPREG004 Promote client compliance

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- providing advice and discussion involving exchanges of sometimes complex oral information
- delivering presentations tailored to the needs of people from diverse backgrounds
- reading and explaining complex and formal documents, including their application to clients' situations
- using active listening and questioning strategies to clarify understanding
- using information technology to access relevant legislation and guidelines

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- public sector legislation including
- consequences of non-compliance
- terminology used in legislation and procedures
- organisational procedures, guidelines and protocols
- delivery approaches to address diverse learning styles
- industry knowledge

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Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPREG005 Assess compliance

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPREG403B Assess compliance. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to assess risk, monitor situations, environments and behaviours, and analyse information to assess compliance with legislation and/or standards. It includes monitoring areas under own jurisdiction, receiving or identifying allegations of non-compliance, and conducting research to determine levels of compliance.

This unit applies to those working in regulatory roles involving compliance assessment.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently, performing routine tasks in a range of familiar and unfamiliar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Regulatory

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Monitor areas under jurisdiction	1.1 Conduct risk assessment analysis to identify and prioritise areas for monitoring and to identify methodology 1.2 Conduct inspections and/or compliance audits. 1.3 Utilise specialist equipment when required. 1.4 Protect the safety of self and others. 1.5 Facilitate cooperation with other organisations and jurisdictions.
2. Receive or identify allegation of non-compliance	2.1 Record referrals relating to non-compliance. 2.2 Respond to possible and potential breaches promptly. 2.3 Assess preliminary information to establish the offence and validate to confirm the need for action. 2.4 Handle complainants including referral to more senior personnel as required.
3. Determine levels of compliance	3.1 Seek assistance promptly as necessary to obtain advice on methodology to adopt and prevent gaps occurring in evidence collection. 3.2 Select evidence collection methodology according to the purpose, situation and operational guidelines. 3.3 Collect, analyse and secure information and/or samples. 3.4 Ensure information and/or samples are relevant and sufficient for the purpose identified. 3.5 Assess against the requirements of the legislation and identify and document the level of compliance. 3.6 Determine further action consistent with the level of compliance and is record or report.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPREG403B Assess compliance.

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Links

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Assessment Requirements for PSPREG005 Assess compliance

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- undertaking research, analysis and problem solving in the context of assessing compliance
- applying regulations and codes of practice
- using information technology for data analysis, recording and reporting
- communicating including questioning and negotiating of meaning in sometimes difficult situations
- reading and applying complex information from legislation

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- public sector legislation
- organisational procedures, guidelines and protocols
- knowledge of own and others' jurisdictions
- risk management in the context of compliance assessment
- application of audit tools
- research and sampling methodologies
- security storage of evidence and/or information
- procedures for recording allegations and/or complaints
- specialist equipment

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Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPREG006 Produce formal record of interview

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPREG407B Produce formal record of interview. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to produce formal records of interview. It includes preparing for, conducting and record interviews.

This unit applies to those working in public sector roles conducting regulatory activities.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to, particularly those related to WHS and environment in the context of conducting interviews.

Those undertaking this unit would work independently, performing routine tasks, in a range of contexts including some that are unfamiliar or unpredictable.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Regulatory

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare for interview	1.1 Develop interview plan. 1.2 Determine venue, equipment and personnel to be involved in or excluded from the interview. 1.3 Identify exhibits to be used in the interview and make readily available for reference. 1.4 Asses risks associated with the interview and instigate procedures for ensuring the safety of self and others.
2. Conduct and record interview	2.1 Provide interviewee with preliminary advice and question to ensure their understanding of the interview process and their rights. 2.2 Use questioning techniques to gather information, and test and confirm its relevance, reliability and sufficiency, prior to concluding the interview. 2.3 Introduce and fully describe exhibits. 2.4 Conduct, record and conclude interview in accordance with the rules of evidence so that outcomes are admissible in evidence. 2.5 Produce a true record of interview and complete post-interview procedures.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPREG407B Produce formal record of interview.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPREG006 Produce formal record of interview

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- using interviewing techniques and varying style and language structure to suit situation and interviewee(s)
- using techniques to defuse potentially dangerous situations
- engaging in exchanges of sometimes complex oral information
- using diverse communication techniques
- engaging in questioning that meets legal requirements for admissibility
- undertaking research, analysis and problem solving
- using judgment, to test the veracity of information and vary questions and interviewing techniques to suit
- preparing interview documentation requiring accuracy of expression and formality in structure and format
- operating technical and electronic equipment

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- organisational policies and guidelines relating to formal interviews
- interview techniques and points of proof
- rules of evidence and admissibility
- use of caution

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- legal and ethical considerations for conducting interviews involving juveniles, Aboriginal and Torres Strait Islander peoples and disciplinary matters
- diversity issues in the context of interviewing suspects, witnesses and others
- procedures for using interpreters
- legal and organisational requirements for documentation
- legal requirements relating to electronic recording equipment
- public sector legislation relating to producing a formal record of interview

Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPREG007 Make arrests

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPREG406C Make arrests. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to make arrests. It includes making the decision to arrest, performing arrests and preparing and submitting related documentation. This unit applies to those working in a role where they will be required to arrest persons under powers provided by legislation.

This unit applies to those working in public sector roles conducting regulatory activities.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently and as part of a team. They would perform complex tasks in a range of familiar and unfamiliar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Regulatory

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Make decision to arrest	1.1 Assess circumstances and determine arrest to be the appropriate response decision in relation to the alleged breach of law. 1.2 Assess situation to ensure the arrest can be made without endangering self or others. 1.3 Request assistance promptly as required.
2. Perform arrest	2.1 Carry out all legal and administrative requirements when performing arrest. 2.2 Use conflict de-escalation techniques as necessary to avoid force and maintain the safety of self and others. 2.3 Conduct any arrest, restraint and/or transport actions in accordance with legislative requirements and organisational policy and procedures.
3. Prepare and submit documentation	3.1 Complete documentation that is accurate, relevant, complete, and prepare and submit within the required timeframe, as required by law.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPREG406C Make arrests.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPREG007 Make arrests

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- engaging in communication, negotiation and conflict resolution with alleged offenders from diverse backgrounds
- using techniques to protect personal safety including restraint techniques for suspects
- writing, requiring precision of expression and formality of structure and style

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- offences under the enabling legislation
- legislative powers of arrest and limits of authority
- organisational policy and procedures relating to arrest
- rights of alleged offenders
- formal caution
- terminology used in legislation and procedures
- communication and conflict resolution techniques relating to arrest
- equity and diversity principles
- public sector legislation

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Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPREG008 Act on non-compliance

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPREG405B Act on non-compliance. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to issue advice, instructions, warnings, notices, fines and other actions in response to non-compliance situations. It includes attending situations where non-compliance is suspected or alleged, and taking action on non-compliance.

This unit applies to those working in public sector roles conducting regulatory activities.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work in as part of a team under routine guidance, performing routine tasks in a range of mostly familiar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Regulatory

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Attend situations where non-compliance is suspected/alleged	1.1 Follow procedure. 1.2 Maintain personal conduct. 1.3 Protect the safety of self and others. 1.4 Make prompt requests for assistance. 1.5 Carry out activities and actions in accordance with rules of evidence.
2. Take action on non-compliance	2.1 Consider mitigating circumstances. 2.2 Select action on non-compliance to match the seriousness of the offence. 2.3 Inform clients of the action, justification for it and their rights of appeal. 2.4 Take action in accordance with legal requirements. 2.5 Carry out personal actions and/or conduct in accordance with protocols and protect the rights and responsibilities of clients.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPREG405B Act on non-compliance.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPREG008 Act on non-compliance

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- undertaking negotiation and conflict resolution
- applying risk management and self-preservation techniques
- using judgment and decision making
- exchanging often complex oral information in a form to suit diverse audiences
- writing requiring accuracy of expression and formality in structure and format

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- public sector legislation
- organisational parameters for decision-making
- range of appropriate actions possible for different offences
- negotiation in the context of achieving compliance
- awareness of social and cultural issues

Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

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Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

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PSPREG009 Conduct search and seizure

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPREG408C Conduct search and seizure. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to conduct search and seizure activities. It includes preparing for search and seizure, implementing the search, conducting the seizure, completing post search activities and debriefing.

This unit applies to those working in public sector roles conducting regulatory activities.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently as part of a team, performing routine tasks in a range of familiar and unfamiliar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Regulatory

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare for search and/or seizure	1.1 Identify the purpose of the search and confirm powers under legislation, policies and procedures relating to the search. 1.2 Make assessments of where evidence might be obtained. 1.3 Verify or obtain authority to search and/or seize and advise of intention to search. 1.4 Carry out operational planning to address the range of requirements for a search and/or seizure. 1.5 Perform risk assessment to ensure the search/seizure can be conducted safely. 1.6 Identify the need for assistance with the search and/or seizure and organise.
2. Implement search	2.1 Conduct search according to standard operating procedures to ensure thorough and systematic process is used. 2.2 Use equipment and/or technology and other resources. 2.3 Undertake search in accordance with lead agency requirements, where assistance is obtained. 2.4 Make records of the search process, items and/or evidence uncovered in the search, and subsequent action.
3. Conduct seizure	3.1 Consider alternatives to seizure and record and justify subsequent action. 3.2 Seize or deal with evidence and any related information in accordance with legal requirements and standard operating procedures. 3.3 Appraise, seize record and receipt evidence in accordance with the rules of evidence. 3.4 Remove, secure and dispose of if required, evidence, in accordance with the rules of evidence. 3.5 Protect the safety of self and others. 3.6 Conduct seizure process and complying with the rules of evidence.
4. Complete post search activities	4.1 Record and disseminate outcomes of search and seizure activities to required personnel. 4.2 Identify, record and act upon follow up actions as required. 4.3 Deal with third party claims to title of seized items and/or property where required.

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	4.4 Deal with damage to property during the search.
5. Debrief search and seizure	5.1 Seek feedback on own role in search and/or seizure regularly for continuous improvement. 5.2 Evaluate search and seizure outcomes, processes and procedures and recommend and action improvements. 5.3 Assess the value of assistance and/or joint operation relationships and teamwork and recommend and action improvements.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPREG408C Conduct search and seizure.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPREG009 Conduct search and seizure

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- undertaking analysis and observation
- completing records using formality of language and structure
- exchanging often complex oral information in a form to suit diverse audiences
- applying public sector legislation, including work health and safety and environmental procedures, in the context of search and seizure

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- enabling legislation, regulations and guidelines
- search procedures
- organisational procedures, including those dealing with physical evidence or obtaining a warrant, where relevant
- roles of expert and/or other personnel
- procedures for dealing with physical evidence
- rules of evidence
- use of equipment and resources
- public sector legislation and standards

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Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPREG010 Prepare a brief of evidence

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPREG409B Prepare a brief of evidence. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to prepare a brief of evidence. It includes analysing evidence, preparing and reviewing admissible evidence, developing a brief of evidence and coordinating witnesses.

This unit applies to those working in public sector roles conducting regulatory activities.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently as part of a team, performing complex tasks in a range of familiar and unfamiliar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Regulatory

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Analyse evidence	1.1 Consider all related information, whether likely to be admissible as evidence, or not. 1.2 Cross-check information to confirm origin, authenticity and reliability, and to anticipate challenge/s that may occur. 1.3 Identify and assess gaps and inadequacies to allow further collection of evidence. 1.4 Handle and store information appropriately.
2. Prepare and review admissible evidence	2.1 Prepare witness and expert statements. 2.2 Include all evidence in the brief that is likely to be admissible by the court. 2.3 Separate and retain non-admissible evidence. 2.4 Identify and review similar proofs to confirm that evidence is sufficient to proceed to prosecution. 2.5 Maintain security, recording and continuity of evidence.
3. Develop a brief of evidence	3.1 Plan and prepare brief of evidence according to standards required by the prosecution. 3.2 Include all required information in the brief and meet all legal requirements. 3.3 Provide brief to prosecution and other parties as required by law and organisational requirements. 3.4 Brief counsel on the case when required, and advise any circumstances that may affect the progress and outcomes.
4. Coordinate witnesses	4.1 Identify and use expert witnesses when required and familiarise them with the evidence. 4.2 Organise witness summonses when required. 4.3 Maintain contact with witnesses to ensure cooperation, communication and attendance at proceedings.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

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Unit Mapping Information

This unit supersedes and is equivalent to PSPREG409B Prepare a brief of evidence.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPREG010 Prepare a brief of evidence

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- undertaking analysis and research
- undertaking collation and compilation
- writing complex documents reflecting key points of oral statements in written form in witness statements and in the brief of evidence
- writing reports using formal structures and language
- making comparisons and exercising judgment about facts in written materials
- communicating with witnesses from diverse backgrounds

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- legislation relating to preparation of a brief of evidence
- admissible evidence
- burden of proof
- court hearing procedures
- rules of evidence
- requirements of brief of evidence
- principles of disclosure
- anti-discrimination law
- public sector legislation

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Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPREG011 Give evidence

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPREG410B Give evidence. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to give evidence in a range of legal proceedings. It includes preparing for proceedings, presenting evidence, and following up outcomes of proceedings.

This unit applies to those working in regulatory roles within the public sector involved in giving evidence in legal proceedings.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently in a range of familiar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Regulatory

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare for proceedings	1.1 Confirm arrangements for, role and involvement in proceedings. 1.2 Prepare documentation and exhibits. 1.3 Support any witnesses as required, to attend proceedings and give evidence.
2. Present evidence	2.1 Adhere to protocols and rules of evidence relevant to the setting and the organisation involved throughout proceedings. 2.2 Note and incorporate feedback from counsel and/or police and comments by deciding authority. 2.3 Present evidence in a clear, concise and articulate manner. 2.4 Enhance the reputation and image of the organisation through quality and standard of evidence and presentation. 2.5 Provide considered expert evidence on request consistent with qualifications and expertise.
3. Follow up outcomes of proceedings	3.1 Note and file the outcomes of the proceedings and complete reports where required. 3.2 Implement any required actions.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPREG410B Give evidence.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPREG011 Give evidence

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- presenting evidence clearly and concisely
- writing reports
- taking notes
- communicating with people from diverse backgrounds
- making comparisons and exercising judgment about facts in written materials
- report writing using formal structures and language

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- court prosecution processes
- common law versus judicial precedent versus legislation
- specific powers of the organisation
- court/tribunal/commission structures
- jurisdiction of each court/tribunal/commission
- appeals systems
- role of legal personnel in judicial or quasi-judicial systems
- procedures and protocols in different judicial or quasi-judicial systems
- types of offences
- general principles of criminal liability
- exemptions and defences

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- types of evidence admissible in judicial or quasi-judicial systems
- legislative requirements of presenting evidence
- use of notes in court/tribunal/commission
- public sector legislation

Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPREG012 Gather information through interviews

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPREG411A Gather information through interviews. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to gather information through interviews. It includes preparing for and conducting interviews and reviewing and correlating information.

This unit applies to those working in regulatory roles within the public sector involved in information gathering through interviews.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently as part of a team, performing complex tasks in a range of familiar and unfamiliar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Regulatory

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare for interview	1.1 Determine the need for an interview and establish the context and requirements. 1.2 Plan interview to ensure desired outcomes are achieved. 1.3 Make interview arrangements. 1.4 Prepare materials to be used during the interview. 1.5 Seek advice on legislative or administrative issues relating to the conduct of the interview.
2. Conduct interview	2.1 Commence the interview following organisational protocols and comply with legislative requirements. 2.2 Conduct interview in a planned manner, with the sequence evident to others who may use the outcomes. 2.3 Select and use questions that are relevant, comprehensive, appropriate to the situation and the interviewee and adhere to the rules of evidence. 2.4 Use problem solving skills to test, compare and contrast information as it is provided to influence the direction of further questions. 2.5 Record information. 2.6 Maintain personal conduct and take account of cultural and ethical issues.
3. Review and correlate information	3.1 Review and clarify information to ensure its relevance and sufficiency prior to concluding the interview. 3.2 Transcribe information if necessary and deal with sensitive information appropriately. 3.3 Conduct detailed analysis and identify and note incomplete and irregular information or followed up in accordance with the nature of the interview. 3.4 Confirm behavioural characteristics of significance to the purpose of the interview. 3.5 Undertake post-interview activities.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

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Unit Mapping Information

This unit supersedes and is equivalent to PSPREG411A Gather information through interviews.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPREG012 Gather information through interviews

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- using interviewing techniques and varying style and language structure to suit situation and interviewee(s)
- engaging in exchanges of sometimes complex oral information
- using techniques to deal with difficult interview situations
- using communication techniques, including establishing rapport, listening, probing, reflecting, negotiation, conflict resolution
- using critical analysis, evaluation and deductive reasoning
- using problem solving and decision making related to interviewing
- using judgment, to test the veracity of information and vary questions and interviewing techniques to suit
- preparing interview documentation requiring accuracy of expression and formality in structure and format
- operating technical and electronic equipment, where necessary

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- application of legislation to interviewing including, privacy, ethics, confidentiality and freedom of information

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- organisational policies and guidelines relating to interviews
- questioning techniques
- legal and ethical considerations for conducting interviews
- cultural awareness in the context of interviewing
- procedures for using interpreters
- legal and organisational requirements for documentation
- legal requirements relating to recording of information
- public sector legislation

Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPREG013 Undertake inspections and monitoring

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPREG413A Undertake inspections and monitoring. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to undertake both routine and non-routine inspections and monitoring of a more complex or detailed nature, with discretion to determine appropriate action in accordance with relevant Acts and regulations. It includes planning and organising inspection and monitoring activities, undertaking inspections, acting on non-compliance and providing reports, information and training.

This unit applies to those working in public sector roles conducting regulatory activities.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently as part of a team, performing complex tasks in a range of familiar and unfamiliar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Regulatory

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Plan and organise inspection and monitoring activities	1.1 Confirm outputs and determine inspection and monitoring activities and responsibilities. 1.2 Determine procedures, timeframes, resources and equipment requirements for self and others. 1.3 Obtain and prepare resources and/or equipment. 1.4 Determine legislative requirements, risk management practices and WHS requirements. 1.5 Identify and adjust communication strategies and development opportunities to suit a range of clients in making them aware of their obligations under relevant legislation. 1.6 Review and update procedural and information guides as required.
2. Undertake inspections and monitoring	2.1 Carry out inspections and monitoring activities under general direction. 2.2 Develop and implement risk management strategies as required in accordance with set procedures and timelines. 2.3 Use and maintain resources and/or equipment. 2.4 Provide operational and technical advice when required to subordinate officers.
3. Act on non-compliance	3.1 Provide information and/or education to achieve client compliance in line with the seriousness of the possible breach. 3.2 Take further action as a result of failure to achieve compliance in line with the seriousness of the possible breach. 3.3 Identify compliance requirements of legislation and regulations and report contraventions and recommended action. 3.4 Refer serious or complex situations for advice or resolution. 3.5 Identify the elements of each offence to be prosecuted under relevant legislation, and collect and provide information and/or evidence in accordance with rules of evidence. 3.6 Fulfil court attendance and conduct requirements when required.
4. Provide reports,	4.1 Maintain records and prepare and provide reports.

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information and training	4.2 Interpret requirements of relevant legislation and provide information and advice on technical and operational matters. 4.3 Provide on-the-job inspection and/or monitoring training.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPREG413A Undertake inspections and monitoring.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPREG013 Undertake inspections and monitoring

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- undertaking observation and analysis
- communicating with a diverse range of clients and staff
- writing reports using standard formats
- using computers for word processing and manipulation of statistical data
- operating workplace equipment

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- public sector legislation
- inspection procedures
- monitoring procedures
- enabling legislation
- elements of an offence
- responses to non-compliance
- workplace and industry environment

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Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPREG014 Conduct surveillance

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPREG414A Conduct surveillance. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to gather information through surveillance operations. It includes planning, carrying out and completing surveillance operations which may be overt or covert and undertaken under different operational conditions.

This unit applies to those working in public sector roles conducting regulatory activities.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently as a part of a team, performing complex tasks in a range of familiar and unfamiliar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Regulatory

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Plan surveillance	1.1 Establish the purpose and outcomes of surveillance in consultation with stakeholders, and obtain authority to conduct surveillance. 1.2 Determine locations and timeframes in accordance with the purpose and required outcomes. 1.3 Determine resource requirements and arrange in accordance with surveillance plan and budgetary constraints. 1.4 Determine requirements for technical specialists. 1.5 Prepare surveillance plans detailing key activities, roles, responsibilities, risk management and contingency planning, and take into account the overt or covert nature of the operations and security requirements for those involved.
2. Carry out surveillance	2.1 Confirm identities of surveillance subject and conduct surveillance operations in accordance with surveillance plans. 2.2 Identify factors affecting achievement of surveillance outcomes promptly and authorise variations to surveillance plans to cater for the unexpected. 2.3 Implement alternative plans in cases where operational integrity is threatened or compromised and provide a report on the reasons and justification for the decision. 2.4 Conduct surveillance operations. 2.5 Maintain personal conduct and manner in accordance with code of conduct.
3. Complete surveillance operations	3.1 Obtain and document surveillance information in accordance with organisational or client requirements and the surveillance plan. 3.2 Secure and maintain information and other materials. 3.3 Store equipment, images and audio in accordance with technical requirements and security procedures. 3.4 Present outcomes in the required medium, format, style and structure suitable for review and interpretation to meet organisational requirements. 3.5 Document and report operational inadequacies in the surveillance process to inform future practice.

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Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPREG414A Conduct surveillance.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPREG014 Conduct surveillance

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- planning surveillance
- undertaking contingency planning
- undertaking risk assessment in the context of surveillance
- operating technical equipment
- using information technology to record information and prepare reports
- completing reports using formality of language and structure
- exchanging often complex oral information in a form to suit diverse audiences

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- public sector legislation
- international treaties and protocols
- cross jurisdictional protocols
- link between surveillance operation, organisational strategic objectives and national strategic objectives
- security constraints

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Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPREG015 Receive and validate data

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPREG415A Receive and validate data. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to handle data received from a variety of sources which may then be acted upon or referred for further action. It includes receiving and recording data, verifying its authenticity and recommending and/or taking action as a result.

This unit applies to those working in public sector roles conducting regulatory activities.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently as part of a team, performing complex tasks in a range of familiar and unfamiliar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Regulatory

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Receive information	1.1 Identify, request and/or receive required information. 1.2 Check incoming information for gaps, anomalies, deficiencies or discrepancies, and compare with pre-existing information, where relevant. 1.3 Access additional data sources and seek information to fill gaps and compare with information received. 1.4 Receipt incoming information if required.
2. Record information	2.1 Carry out accurate recording of information, confirming relevant details of source. 2.2 Maintain records as accurate, complete and up-to-date and present in the required format. 2.3 Comply with legislative requirements for recording and storage of information. 2.4 Adhere to procedures for storage and management of confidential and sensitive information.
3. Verify authenticity of information	3.1 Complete initial selection of information using preliminary cull to eliminate unreliable data. 3.2 Corroborate and assess information for its integrity, validity and reliability. 3.3 Carry out validation or corroboration with existing information as well as information from outside organisations and other sources where relevant. 3.4 Extract, interpret and organise useful and useable information in a form that is accessible to users. 3.5 Conduct analysis in accordance with agreed indicators and assessment and is accurate, relevant and complete.
4. Recommend or take action as a result of information received	4.1 Record and report outcomes. 4.2 Recommend or take action as a result of the outcomes. 4.3 Document decision showing reasons for proceeding or not proceeding or taking other action, after discussion with management, where required. 4.4 Identify and inform areas or other organisations that may be affected by information received or outcomes, to optimise usefulness of information.

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Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPREG415A Receive and validate data.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPREG015 Receive and validate data

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- undertaking research and critical analysis
- using deductive reasoning and evaluation techniques related to information analysis and corroboration
- communicating with diverse clients and staff
- using problem solving and decision making
- using information technology for managing records and files

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- public sector legislation
- organisational policy, procedures and guidelines
- international treaties and protocols where these apply
- indicators for analysis of data
- profiles and trends related to activities within the organisation
- management of secure information

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Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPREG016 Conduct data analysis

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPREG416A Conduct data analysis. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to cover activities involved in analysing and matching data from a range of sources. It includes analysing information, and documenting outcomes of the analysis.

This unit applies to those working in public sector roles conducting regulatory activities.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently and/or in teams, performing complex tasks in a range of familiar and unfamiliar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Regulatory

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Analyse data	1.1 Undertake analysis dependent upon the nature of the data and intended purpose of the analysis. 1.2 Select methods of analysis in accordance with any relevant industry standards, precedents and techniques. 1.3 Identify trends and draw inferences in light of environmental and cultural factors relevant to the particular situation. 1.4 Make the chain of reasoning in formulating inferences clear to ensure transparency to users of the data. 1.5 Take a proactive approach to identify and assess the need for new or changed systems and processes for analysing data to more effectively meet objectives.
2. Document outcomes of analysis	2.1 Recommend actions based upon analysis of data in the context of the purpose of the analysis and the objectives and priorities of the organisation's strategies and plans. 2.2 Make links between the outcomes proposed as a result of the data analysis and the organisation's strategies clear to the intended audience. 2.3 Complete relevant reports promptly and disseminate to appropriate staff and management. 2.4 Incorporate results of data analysis into ongoing review of organisational strategies and plans. 2.5 Prepare documentation that is clear, concise and accessible to all relevant staff.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPREG416A Conduct data analysis.

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPREG016 Conduct data analysis

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. The candidate must demonstrate evidence of performance of the following on at least one occasion.

- undertaking analysis and problem-solving
- reading and applying complex information from legislation
- communicating, including questioning and negotiating meaning
- undertaking planning and time management in the context of data analysis
- preparing written reports and recommendations requiring accuracy, and formal structures and language
- using information technology for data analysis, recording and reporting

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- methods of analysis
- agency structure, services and environment
- data collection and management systems
- the range of analytical techniques appropriate for information analysis
- inductive/deductive reasoning processes
- the influence of human factors on data analysis
- personalities in analysis
- construction of sound inductive arguments
- fallacies in reasoning
- how data analysis outcomes can contribute to the review of national strategies/plans

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- public sector legislation

Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPREG017 Undertake compliance audits

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPREG417A Undertake compliance audits. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to perform comprehensive compliance audits. It includes assisting in and undertaking preliminary audit planning, undertaking compliance audits as a member of a team, dealing with audit issues, and contributing to the reporting and presentation of audit findings.

This unit applies to those working in public sector roles conducting regulatory activities.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently as part of a team, performing complex tasks in a range of familiar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Regulatory

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Assist in audit planning	1.1 Identify the audit objectives, scope and focus. 1.2 Identify relevant operational and information systems in the audit context. 1.3 Identify audit team roles and key audit techniques. 1.4 Prepare an audit plan that meets organisational requirements and the objectives of the audit. 1.5 Prepare audit documentation. 1.6 Conduct pre audit communication with the client to be audited.
2. Undertake preliminary activities	2.1 Identify concepts, systems and reports relevant to the audit. 2.2 Perform analytical checks are performed. 2.3 Make and consider initial assessment to ensure it is appropriate and accurate. 2.4 Identify appropriate and significant controls and design control tests. 2.5 Undertake risk assessment activities to determine risks and risk treatments necessary.
3. Undertake audit activity as a member of a team	3.1 Identify sampling techniques to suit audit requirements and apply. 3.2 Test and assess controls in accordance with the audit plan 3.3 Conduct substantive testing when necessary. 3.4 Select and use technology in line with audit requirements. 3.5 Prepare audit documentation and working papers according to the established format.
4. Deal with audit issues	4.1 Identify and refer situations requiring specialist input. 4.2 Identify and refer situations requiring referral to other areas or agencies promptly. 4.3 Deal with issues which arise during the audit in a professional manner.
5. Contribute to the reporting and presentation of audit findings	5.1 Prepare audit reports in the approved format. 5.2 Conduct discussions with the client on audit findings in a professional manner. 5.3 Prepare internal reports in the required style and format. 5.4 Make final recommendations on action promptly. 5.5 Receive responses to audit recommendations and finalise the

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	audit. 5.6 Record audit findings in information management systems.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPREG417A Undertake compliance audits.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPREG017 Undertake compliance audits

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- identifying problems and solutions
- using decision-making using sound judgment
- undertaking research and analysis
- evaluating conflicting requirements
- using negotiation and conflict resolution techniques
- engaging in teamwork
- adjusting communication to suit different audiences
- writing ongoing and final reports, and official correspondence
- using scanning techniques
- reading complex and formal documents using information technology for preparing written advice and reports requiring precision of expression

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- knowledge of principal and allied legislation, policies and procedures, including aspects of criminal law and administrative law relating to the outcomes of compliance audits
- principles of auditing as detailed in organisational policies
- duties and responsibilities of auditors
- testing procedures and methods of inquiry

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- industry knowledge
- requirements for security of documents and information
- procedures for declaring conflicts of interest
- protocols for reporting fraud, corruption and maladministration
- fundamental ethical principles in the handling of documents and information, natural justice, procedural fairness, respect for persons and responsible care
- other ethics standards, including professional standards
- public sector values/ethics and code of conduct
- public sector legislation

Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPREG018 Plan and implement recovery action

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPREG420A Plan and implement recovery action. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to plan and implement recovery actions as a result of a successful investigation and/or prosecution. It includes assessing the potential for recovery action, gaining approvals and implementing the action.

This unit applies to those working in public sector roles conducting regulatory activities.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently as part of a team, performing complex tasks in a range of familiar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Regulatory

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Assess potential for recovery action	1.1 Collect and analyse information to determine the potential for recovery action. 1.2 Identify assets or proceeds of crime and estimate values. 1.3 Review financial circumstances and instigate debt recovery procedures. 1.4 Undertake liaison with respect to recovery action. 1.5 Obtain approval for, or make decision to proceed with recovery action.
2. Implement recovery action	2.1 Seek affidavits restraining action, where relevant. 2.2 Refer recovery action for decision and execution.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPREG420A Plan and implement recovery action.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPREG018 Plan and implement recovery action

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- undertaking research and analysis with regard to recovery actions
- engaging in negotiation requiring exchanges of sometimes complex oral information
- determining the value of assets or proceeds of crime and comparing to debt and charges raised
- referring recovery action for decision requiring clarity, accuracy and formality of structure and language
- recording of actions and/or agreements made, in relevant recording systems

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- organisational guidelines and procedures for recovery
- legal and organisational requirements for liaison and referral
- ethical standards
- public sector legislation

Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

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Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPREG019 Take custody of and store weapons

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPREG421A Take custody of and store weapons. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to enable officers to correctly and safely take custody of and store firearms and other weapons to ensure compliance with legislation, policy and official directions. It includes taking custody of, securing and maintaining weapons.

This unit applies to those working in public sector roles conducting regulatory activities.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently performing complex tasks in a range of familiar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Regulatory

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Take custody of weapons	1.1 Identify and apply safe handling, storage and security requirements for firearms, ammunition and other weapons. 1.2 Identify and apply procedures for making firearms and other weapons safe for processing, transportation or storage. 1.3 Maintain personal safety in relation to handling firearms and other weapons. 1.4 Identify and follow standing procedures relating to accidental discharge of firearms and incidents involving other weapons as required. 1.5 Maintain up-to-date knowledge of procedures for reporting and dealing with injury and apply. 1.6 Identify situations requiring assistance and request support promptly.
2. Secure and maintain weapons	2.1 Identify and follow care and storage requirements for firearms, ammunition and other weapons. 2.2 Maintain or dispose of weapons. 2.3 Follow reporting and recordkeeping procedures for firearms, ammunition and other weapons. 2.4 Identify and follow procedures for reporting loss, damage or theft of firearms, ammunition or other weapons.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPREG421A Take custody of and store weapons.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPREG019 Take custody of and store weapons

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- rendering safe a variety of weapons and firearm types
- applying regulations and codes of practice
- reading and applying complex information from legislation and procedures
- using communication to confirm information and requirements and seek assistance
- recording and reporting weapon movement

Knowledge Evidence

vidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- a variety of weapons, firearm types and munitions
- requirements for handling firearms and other weapons
- state/territory and Commonwealth legislation relating to firearms and other weapons
- public sector legislation, standards and codes of conduct
- safety and environmental procedures relating to firearms, ammunition and other weapons
- responsibility as first on the scene for seeking assistance and rendering first aid in the event of incidents causing injury

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Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPREG020 Conduct prosecutions

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPREG501B Conduct prosecutions. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to review a brief of evidence and prosecute offences while acting as the prosecutor in court.

This unit applies to those working in public sector roles conducting regulatory activities.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work autonomously, performing complex tasks in a range of familiar and unfamiliar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Regulatory

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare for prosecution	1.1 Review and clarify brief of evidence with the authorised officer, where necessary, prior to court proceedings. 1.2 Identify precedents as relevant. 1.3 Prepare questions to address the facts of the brief. 1.4 Brief personnel involved. 1.5 Agree upon parameters for negotiating out of court prior to prosecution with authorised organisational personnel.
2. Conduct a prosecution	2.1 Follow evidentiary procedures and conduct prosecution according to court processes, protocols, rules of evidence and organisational instructions. 2.2 Maintain personal presentation. 2.3 Complete file endorsements. 2.4 Follow up or complete matters arising from proceedings. 2.5 Review the outcome of the prosecution to provide input or recommendations for handling future cases.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPREG501B Conduct prosecutions.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPREG020 Conduct prosecutions

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- making presentations including participating in complex oral exchanges in briefing sessions and in court
- reading complex, lengthy documents to ascertain key elements
- undertaking research to identify precedents

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- court prosecution process, procedures and protocols
- court conduct
- enabling legislation and offences
- sections of the Evidence Act
- types of evidence
- rules of evidence
- possible defences
- burden of proof
- role of expert witnesses
- hearsay
- public sector legislation, including WHS and environment in the context of conducting prosecutions

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Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPREG021 Coordinate investigation processes

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPREG502A Coordinate investigation processes. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to effectively coordinate investigative processes, conducted internally, with or by an outside organisation. It includes planning and preparing for investigations, leading or supporting investigation teams, monitoring the progress of investigations, finalising and reporting on investigation and conducting debriefings.

This unit applies to those working in public sector roles conducting regulatory activities.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work autonomously, performing complex tasks in a range of familiar and unfamiliar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Regulatory

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Plan investigation	1.1 Identify, document and communicate objectives and desired outcomes of the investigation to investigation team. 1.2 Review relevant legislation and consult stakeholders to ensure sound preparation for the investigation. 1.3 Identify and authorise resource requirements after considering other organisational needs. 1.4 Establish communications strategy in consultation with team. 1.5 Put in place continuous review mechanisms to monitor the progress of the investigation. 1.6 Use investigation management system to develop investigation plan, allocate resources and provide for systematic recording of investigation decisions.
2. Prepare for investigation	2.1 Develop an evidence matrix and update as required. 2.2 Make assessment of possible avenues of enquiry. 2.3 Determine elements and/or proofs of the offence and identify witnesses. 2.4 Conduct consultation with other organisations when investigation impacts on their organisation. 2.5 Assess potential for action and liaise with appropriate authorities to determine when action should begin and what is involved.
3. Lead and support investigation team	3.1 Allocate personnel to the investigation based upon their skills, knowledge and abilities in relation to the requirements of the investigation. 3.2 Locate specialist resources internally and externally to facilitate successful outcome. 3.3 Organise administrative support from commencement of investigation. 3.4 Provide ongoing advice and support to the team in accordance with the requirements of the investigation. 3.5 Revise investigation plan as required in response to contingencies in consultation with investigative team, and incorporate suggestions where practicable.
4. Monitor progress of investigation	4.1 Monitor investigation against the requirements of the continuously updated investigation plan. 4.2 Monitor evidence collection and handling of witnesses and/or alleged offenders to ensure conduct is in accordance with rules of

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	evidence and procedural fairness considerations. 4.3 Consult team members regularly on progress of the investigation in both informal situations and scheduled reviews. 4.4 Discuss obstacles encountered during the investigation and find solutions. 4.5 Monitor key tasks, deadlines and timelines, anticipate risks and authorise extra resources and/or external expertise as required. 4.6 Monitor requirement for specialists to ensure their cost-effective use.
5. Finalise and report on investigation	5.1 Supervise final stage of investigation to ensure conclusion in court or other body if appropriate. 5.2 Finalise investigation within (revised) budget and record time restrictions and results. 5.3 Initiate administrative actions where appropriate. 5.4 Provide witnesses, alleged offenders and other persons and/or organisations affected by the investigation with sufficient information about the outcome. 5.5 Plan follow-up actions to progress to next stage if planned outcome is not achieved, or to take no further action. 5.6 Make reports to management on outcomes relevant to future compliance activities particularly on how the investigation management system and organisational procedures assisted or impeded investigation.
6. Conduct debriefing	6.1 Review activities against objectives and outcomes of the investigation. 6.2 Highlight strengths and weaknesses in investigation process for future investigations. 6.3 Note precedents and problems for future investigations. 6.4 Acknowledge achievements through formal and informal means. 6.5 Prepare debriefing report.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPREG502A Coordinate investigation processes.

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPREG021 Coordinate investigation processes

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- undertaking project management that contributes to achieving stated objectives of the investigation and effective utilization of resources
- managing contracted services and specialist staff where required
- writing reports requiring formal language and structure and precision of expression
- using communication to suit diverse audiences
- conducting complex oral exchanges in briefing sessions and team meetings

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- the role of investigations in achieving the organisation's strategic compliance objectives
- Australian Government Investigation Standards (AGIS)
- legislative and jurisdictional requirements
- organisational policy and procedures
- aspects of criminal, civil or administrative law as apply in that jurisdiction
- investigation methodology and techniques
- powers and restrictions to investigate
- rules and types of evidence
- report procedures which provide a written and/or electronic audit trail
- confidentiality and privacy issues

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- procedures regarding lines of reporting
- storage of evidence
- public sector legislation

Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPREG022 Supervise and carry out complex inspections and monitoring

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPREG503A Supervise and carry out complex inspections and monitoring. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to supervise and undertake complex inspections and monitoring under enabling Acts and regulations. It includes planning and coordinating inspection and monitoring programs, supervising and carrying out complex inspections.

This unit applies to those working in public sector roles conducting regulatory activities.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work autonomously, while supervising others, performing complex tasks in a range of familiar and unfamiliar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Regulatory

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Plan and coordinate inspection and monitoring programs	1.1 Identify outputs and performance indicators for defined area of responsibility and assign inspection and monitoring activities and responsibilities. 1.2 Determine procedures, timeframes, resources and equipment requirements for defined area of responsibility. 1.3 Make required resources and/or equipment available and supervise the access and/or preparation of these. 1.4 Interpret legislation and regulations and provide input into technical protocols and operational procedures as required. 1.5 Interpret and explain risk management practices, workplace health and safety and environmental requirements to staff as required.
2. Supervise and carry out complex inspections and monitoring	2.1 Provide leadership to deliver agreed outputs. 2.2 Plan and supervise inspections and monitoring activities and monitor program performance, resources and expenditure. 2.3 Plan, implement and coordinate compliance programs as required in accordance with set procedures and timelines. 2.4 Conduct assessments and performance management of inspection and monitoring staff. 2.5 Carry out complex inspections and monitoring under general direction and deal with contingencies. 2.6 Apply legislative requirements, risk management practices, workplace health and safety and environmental requirements.
3. Act on non-compliance relating to complex inspections and monitoring	3.1 Provide advice on serious or complex matters referred by others, or resolve situations. 3.2 Provide information and/or education to achieve client compliance in line with the seriousness of the possible breach. 3.3 Take further action as a result of the failure to achieve compliance in line with the seriousness of the possible breach. 3.4 Report contraventions of relevant legislation and make recommendations for prosecutions. 3.5 Fulfil court attendance and conduct requirements when required.
4. Provide reports, information and training	4.1 Maintain records and prepare correspondence, submissions and reports. 4.2 Interpret legislation and regulations and provide information and advice on policies, procedures, guidelines, technical and

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	operational matters. 4.3 Supervise and provide on-the-job inspection and/or monitoring training.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPREG503A Supervise and carry out complex inspections and monitoring.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPREG022 Supervise and carry out complex inspections and monitoring

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- demonstrating leadership and team management in the context of inspection and monitoring
- undertaking observation and analysis
- communicating with a diverse range of clients and staff
- writing correspondence, submissions and reports, requiring discretion to determine appropriate content and style
- dealing with referrals from other staff on matters that are more difficult, or of potential interest to external parties including the media, public and political parties
- using computers for word processing and manipulation and analysis of statistical data
- operating workplace equipment

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- public sector legislation, including WHS, environment and privacy relating to inspections and monitoring
- organisational policy and procedures
- inspection procedures
- monitoring procedures
- relevant responses to complex or serious non compliance

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- enabling legislation
- elements of an offence
- workplace and industry environment

Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPREG023 Manage plant movement health risk

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPREG504A Manage plant movement health risk. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to assess plant movement health risk and the development, implementation and monitoring of strategies to manage that risk. It includes assessing and controlling plant movement health risks, and developing, implementing and monitoring outcomes of strategies to manage plant movement health risks.

This unit applies to those working in public sector roles conducting regulatory activities.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently as part of a team, performing complex tasks in a range of familiar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Regulatory

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Assess and control plant movement health risk	1.1 Verify the health and certification of plants and plant products moving into the country, state or territory as meeting all commonwealth, state or territory requirements. 1.2 Certify the health of plants and plant products for international, interstate and/or intrastate movement in accordance with certification requirements. 1.3 Inspect plants and plant products for pest and disease infestation and recommend necessary treatments and monitor. 1.4 Provide clients prompt and accurate information and training on requirements in relation to the movement of plants and plant products. 1.5 Enter into compliance, accreditation, or interstate certification agreements where appropriate and audit.
2. Identify potential risks associated with the movement of plants and plant products	2.1 Identify common risks associated with the interaction of production location, crop and plant pests and diseases. 2.2 Analyse the implications of pre harvest and post-harvest preventative and disinfestation methods for plant and plant product health, human health and the environment. 2.3 Analyse the implications of packaging types and technologies, storage conditions and production techniques for plant and plant product health.
3. Participate in the development of strategies to manage plant movement health risk	3.1 Access and use statistical information on plants and plant products in the development of risk management strategies. 3.2 Identify and apply plant and plant product sector quality standards and principles. 3.3 Review and update existing strategies in response to industry developments and needs. 3.4 Develop new strategies where necessary.
4. Implement strategies to manage plant movement health risk	4.1 Implement strategies in consultation with relevant industry and government bodies. 4.2 Provide information to facilitate compliance with risk management strategies to clients in accordance with their needs in terms of its range, depth and form of presentation.
5. Monitor the outcomes of strategies to	5.1 Develop processes to monitor the required outcomes of strategies. 5.2 Monitor the outcomes of strategies and make recommendations for continuous improvement.

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manage plant movement health risk	

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPREG504A Manage plant movement health risk.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPREG023 Manage plant movement health risk

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- identifying commonly encountered varieties of fruits, vegetables, field crops, grain products, nursery stock, cut flowers and cut foliage
- recognising pest and disease infestation
- accessing and using statistical information on plants and plant products
- analysing and managing risk related to plant movement health risk
- reading complex and formal documents and applying them to work practices
- presenting information
- adjusting communication to suit different audiences

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- public sector legislation
- enabling legislation
- organisational policy and procedures
- horticultural classifications and families of plants
- basic physiology of fruits and vegetables
- basic structures of fruits and vegetables
- plant and plant products sector

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Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPREG024 Conduct measurement licensee audit

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPREG505A Conduct measurement licensee audit. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to undertake quality and performance audits of organisations and individuals operating under the scope of a licence for performing measuring activities.

This unit applies to those working as public officers appointed under legislation to complete quality management system and performance audits of organisations and individuals licensed under legislation to perform measurement activities.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work under supervision, while performing complex tasks in a familiar context.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Regulatory

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the range of conditions section.
1. Prepare for audit	1.1 Establish audit scope. 1.2 Identify and access activity specialists to support audit as required. 1.3 Access and review licensee history. 1.4 Access and interpret information and legislation appropriate to the audit. 1.5 Make arrangements which outline the scope and process of the audit with the licensee. 1.6 Identify and access necessary test equipment, documentation and audit report forms. 1.7 Ensure test equipment is fit for purpose. 1.8 Plan activities to meet audit objectives and minimise disruption to business operations.
2. Conduct a quality audit	2.1 Confirm audit scope and process with appropriate personnel. 2.2 Collect and evaluate relevant objective evidence using audit methods and techniques. 2.3 Review documentation and procedures relating to the licence and associated activities for compliance. 2.4 Identify and report patterns, trends and areas of risk. 2.5 Ensure audit is within the boundaries of legislated powers, whilst maintaining respect for the licensee and their rights.
3. Conduct a performance audit	3.1 Identify the scope of the activity being audited and the expected outcomes. 3.2 Identify local workplace, health and safety issues and implement control strategies. 3.3 Evaluate the adequacy of the training and assessment process used by the licensee to determine the competency of the authorised person(s) completing the licensed activity. 3.4 Assess the suitability of the equipment, documentation and environs used for the licensed activity. 3.5 Review completed documentation relating to the licensed activity

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	for compliance. 3.6 Use questioning to establish the methodology used by the authorised person(s) in completing the licensed activity.
4. Analyse and report audit results	4.1 Examine information, test results and observations against audit objectives and prescribed performance criteria. 4.2 Analyse audit data for isolated and systemic quality and performance issues. 4.3 Identify and report areas of non-compliance including any required corrective action and include any general recommendations for improvement. 4.4 Communicate inspection results to the appropriate personnel.
5. Act on non-compliance	5.1 Select remedial or enforcement action for the non-compliance. 5.2 Inform licensee of non-compliance and consequences of failing to have it corrected. 5.3 Implement enforcement action.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPREG505A Conduct measurement licensee audit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPREG024 Conduct measurement licensee audit

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified, the candidate must demonstrate evidence of performance of the following on at least one occasion.

- reading, analysing and interpreting:
  - complex and formal documents
  - technical data and test results
  - regulatory requirements
  - organisational policies and procedures
- communicating the outcome of the audit and recommended corrective action
- scheduling and organising audits to allow for licensee's operational requirements and to maximise effective use of auditor's time and travel needs
- ensuring corrective actions are completed
- identifying, and applying legislation, test procedures, policies and procedures
- preparing for audit
- identifying, analysing and mitigating risks within the audit environment
- gathering objective data and information by a variety of methods
- analysing information gathered to identify compliance issues
- identifying and acting on non-compliance
- maintaining the security and confidentiality of data
- reporting results in the required formats and within expected timeframe
- recording the results of audits and maintaining records
- carrying out appropriate follow-up actions

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Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- auditing systems
- risk management principles
- hazards that may exist when conducting an audit and ways of controlling risks involved
- national measurement legislation
- powers of inspectors
- use of audit/assessment tools
- industry practices and procedures relating to measurement processes and verification of measuring instruments
- organisational reporting procedures relating to audits
- legal issues and terminology relating to audits
- audit methods and techniques
- codes of practice, regulations and standards
- product and service knowledge relating to measurement process and verification of measuring instruments
- quality principles and techniques relating to measurement process and verification of measuring instruments
- current audit practices

Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPREG025 Manage investigations

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPREG507 Manage investigations. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to plan, document and allocate resources to manage and review investigations effectively, in accordance with commonwealth and/or jurisdictional law policy and procedures. It includes planning investigations, preparing documentation to support the investigation, identifying, using and coordinating resources and reviewing investigations.

This unit applies to those working in regulatory roles within the public sector involving investigations.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work autonomously, performing complex tasks in a range of familiar and unfamiliar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Regulatory

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Plan investigations	1.1 Prepare a plan that reflects analysis of all available factors to set directions for the investigation. 1.2 Define an investigation's aims and objectives to provide operational focus. 1.3 Conduct risk assessments to identify investigational opportunities and limitations. 1.4 Formulate a security plan to address the investigation's security requirements. 1.5 Prioritise investigatory phases and tasks to inform the sequence of activities and provide for future review of the investigation process. 1.6 Select and authorise methods to achieve the investigation's aims and objectives. 1.7 Establish communication channels with appropriate personnel to facilitate contact in the conduct of the operation. 1.8 Initiate a case management system to facilitate the planning, resolution and review of the investigation. 1.9 Develop plans that are sufficiently flexible and adaptable to accommodate any unforeseen contingencies and/or issues that may arise.
2. Prepare documentation to support the investigation	2.1 Record all relevant information in a chronological and accurate manner. 2.2 Compile operational documentation to provide an ongoing reference for operatives and a formal record for evidentiary purposes. 2.3 Ensure recording procedures comply with security and evidentiary requirements.
3. Identify, use and coordinate resources	3.1 Identify and access available resource requirements to support the operation. 3.2 Identify contingency responses that address any resource limitations. 3.3 Manage resource usage to achieve the desired aim.

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	3.4 Monitor and control operational costs.
4. Review investigations	4.1 Review investigation outcomes against the aims and objectives specified in the investigation plan. 4.2 Review procedures for adherence to organisational policy and guidelines. 4.3 Complete post investigation procedures to finalise the investigation. 4.4 Disseminate review outcomes and use to inform future practice.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPREG507 Manage investigations.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPREG025 Manage investigations

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- writing to prepare documents including investigation plans, tactical plans and resource bids
- managing resources including budgetary, human and physical resources and allocation/access
- investigating skills

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- government and policy environments
- different types of criminal activity and their elements
- available resources which may need to be deployed to support the investigation
- security issues and classifications
- all applicable laws, policy and procedures pertaining to the conduct of investigations within the officer’s organisational environment
- investigation principles and case management systems and contexts in which these can be applied
- court procedures and evidentiary requirements

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Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPREG026 Review and evaluate investigations

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPREG508 Review and evaluate investigations. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to review and evaluate investigations, in accordance with commonwealth and/or jurisdictional law policy and procedures. It includes monitoring investigation progress, assessing, recording and reporting on investigation status and evaluating and documenting recommendations.

This unit applies to those working in regulatory roles within the public sector involved in a designated investigation role.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently, performing complex tasks in a range of familiar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Monitor investigation progress	1.1 Monitor the progress of the investigation regularly to ensure tasks are completed and objectives met. 1.2 Identify and address deficiencies and areas requiring further action. 1.3 Communicate feedback on the progress of the investigation regularly to relevant personnel, management, clients and stakeholders.
2. Assess, record and report on investigation status	2.1 Assess the investigation regularly against competing investigations and demands to determine priorities and monitor resource and budgetary expenditure. 2.2 Assess the investigation strategically at regular intervals to ensure that objectives are achievable within resource and legal constraints. 2.3 Record and report critical decisions regarding the investigation to relevant personnel.
3. Evaluate and document recommendations	3.1 Monitor and review organisational responsibilities for resource and budgetary allocations to facilitate achievement of objectives. 3.2 Evaluate and modify communication and coordination between relevant parties where required. 3.3 Review and modify tasks as required. 3.4 Document and forward recommendations arising from review to relevant managers, clients and stakeholders.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPREG508 Review and evaluate investigations.

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPREG026 Review and evaluate investigations

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- writing and preparing investigation plans, tactical plans, resource bids
- managing the organisation’s computer and/or manual information management system
- conducting investigations
- organising and planning skills, in particular the skills to coordinate crucial and diverse clients, law enforcement providers and stakeholders
- managing resources including budgetary, human and physical resources and allocation/access
- reasoning and logical analysis, problem-solving and decision-making

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- the broad law enforcement context and the criminal justice system
- organisation’s corporate goals and objectives
- legislation relevant to the jurisdiction/s involved in the investigation
- jurisdictional and organisational requirements of agencies, clients, and stakeholder
- organisation's operational priorities
- macro environmental impact upon investigations of serious crime, including government, policy, political, and community interests

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- access and deployment mechanisms to ensure optimal economy and efficiency in the use of human, physical and financial resources
- opportunities, risks and constraint assessment which may hamper the investigation
- decision making processes and organisational chain of command
- evaluation and auditing processes

Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPREG027 Manage regulatory compliance

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPREG601B Manage regulatory compliance. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to manage regulatory compliance, a management role with responsibility for regulatory officers who enforce and promote compliance with legislation. It includes interpreting and advising on enabling and related legislation; developing and implementing strategies to promote long term voluntary compliance and develop a culture of compliance in the community; and providing strategic advice on compliance matters.

This unit applies to those working in management roles within the public sector involved in regulatory compliance.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work autonomously, performing complex tasks in a range of familiar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Regulatory

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Interpret and advise on enabling and related legislation	1.1 Resolve or refer non routine or complex matters related to enabling and related legislation. 1.2 Provide advice to clients and staff that is prompt, consistent and constructive, and within level of authority. 1.3 Seek feedback on client level of understanding, and provide additional information or explanation to clarify issues. 1.4 Monitor staff understanding of legislation and procedures is and address professional development needs.
2. Develop and implement compliance strategies	2.1 Identify and implement strategies and measures to influence long term voluntary compliance to suit the audience and the context. 2.2 Provide information that is current and promotes the benefits of compliance to clients. 2.3 Adjust information and strategies in response to feedback gathered from a range of stakeholders.
3. Provide strategic advice on compliance matters	3.1 Confirm client or government information requirements. 3.2 Provide advice based on current information and meets the specific needs of clients in its range, depth and form of presentation. 3.3 Maintain presentation standards. 3.4 Seek feedback on how well the advice and/or information suits its purpose and audience, and use to recommend further action.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPREG601B Manage regulatory compliance.

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Links

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Assessment Requirements for PSPREG027 Manage regulatory compliance

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- undertaking planning and information analysis
- engaging in mentoring and coaching
- interpreting complex written materials
- preparing written reports requiring formal structure and language
- providing oral advice to diverse audiences requiring adaptation of style and language
- using active listening and questioning to confirm understanding

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- enabling legislation
- aspects of common law
- strategic management of regulatory compliance
- organisational reporting procedures
- public sector policy and legislation, including WHS and environment relating to the management of regulatory compliance

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Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPREG028 Evaluate regulatory compliance

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPREG602B Evaluate regulatory compliance. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to evaluate compliance outcomes, and review regulatory policies, procedures and legislation to improve compliance outcomes. It includes developing compliance measures and/or targets, evaluating the extent of compliance, reviewing procedures and guidelines to improve compliance, and contributing to new legislation or the review of existing legislation.

This unit applies to those working as a manager with responsibility for regulatory officers who enforce and promote compliance with the organisation's enabling legislation.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work autonomously, performing complex tasks in a range of familiar and unfamiliar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Regulatory

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Develop compliance measures/targets	1.1 Develop compliance measures that are valid, reliable, sufficient and both time and cost effective. 1.2 Develop realistic measures and/or targets underpinned by current information.
2. Evaluate extent of compliance	2.1 Ensure analysis of compliance data is valid and conclusions are unbiased and supported by evidence. 2.2 Ensure interpretation of comparative data over time is valid and reliable and record outcomes. 2.3 Report compliance outcomes.
3. Review procedures and guidelines to improve compliance	3.1 Draw upon a variety of sources of information representing the breadth of possible stakeholders to ensure review is comprehensive. 3.2 Identify possible reasons for not meeting targets and/or performance indicators and make recommendations to improve long term voluntary compliance. 3.3 Make adjustments of strategies and plans to address review recommendations in accordance with resource constraints.
4. Contribute to new legislation or review of existing legislation	4.1 Provide input that supports government policy directions and relies on current information with supporting reasons and data analysis. 4.2 Make resource implications of legislative recommendations within government policy requirements.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPREG602B Evaluate regulatory compliance.

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPREG028 Evaluate regulatory compliance

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- undertaking information analysis
- interpreting complex written and numerical materials
- preparing written reporting requiring formal structure and language

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- enabling legislation
- government policies
- principles of evaluation
- public sector policy and legislation

Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

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Links

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PSPREG029 Manage and lead inspection and monitoring programs

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPREG603A Manage and lead inspection and monitoring programs. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to manage and lead inspection and monitoring activities in accordance with relevant Acts and regulations. It includes determining inspection and monitoring program requirements, managing and leading inspection and monitoring programs and managing reporting systems, information and training.

This unit applies to those working in regulatory roles within the public sector involving inspection and monitoring.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work autonomously, performing complex tasks in a range of familiar and unfamiliar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Regulatory

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Determine inspection and monitoring program requirements	1.1 Determine outputs and performance indicators for programs, and inspection and monitoring responsibilities. 1.2 Determine strategic, operational, technical, financial and administrative requirements. 1.3 Undertake operational and procedural assessments for quality improvement. 1.4 Interpret legislation and regulations and make recommendations on related policies and procedures. 1.5 Interpret and explain risk management practices, workplace health and safety and environmental requirements to staff in accordance with their needs.
2. Manage and lead inspection and monitoring programs	2.1 Provide leadership and assist individuals to deliver agreed outputs. 2.2 Manage inspection and monitoring programs and supervise program performance, resources and expenditure. 2.3 Develop policy and procedures for dealing with non-compliance through information, development or extension activities and prosecution. 2.4 Manage compliance programs as required in accordance with set procedures and timelines. 2.5 Manage implementation of the performance management system for inspection and monitoring staff. 2.6 Enforce legislative requirements, risk management practices, workplace health and safety and environmental procedures.
3. Manage reporting systems, information and training	3.1 Manage records management and reporting systems in accordance with performance indicators. 3.2 Prepare high-level correspondence and advice, submissions and reports. 3.3 Prepare evidence for legal action under relevant legislation. 3.4 Monitor inspection and monitoring training and develop and implement initiatives to improve staff performance.

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Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPREG603A Manage and lead inspection and monitoring programs.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPREG029 Manage and lead inspection and monitoring programs

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- demonstrating leadership and performance management in the context of inspection and monitoring
- undertaking risk management and problem-solving
- communicating with a diverse range of clients and staff
- writing reports, submissions and Ministerial correspondence, requiring discretion and judgment to determine content and style audience approach
- dealing with referrals from other staff on matters that are more difficult, or of potential interest to external parties including the media, public or political parties
- using computers for word processing and records management

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- interpretation, application, evaluation and review of enabling legislation and regulations
- performance and procedural assessment strategies
- performance indicators
- organisational policy and procedures
- inspection procedures
- monitoring procedures
- responses to complex/serious non compliance

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- elements of an offence
- rules of evidence
- workplace and industry environment
- public sector legislation, including WHS, environment, privacy

Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPREG030 Manage investigations program

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPREG701A Manage investigations program. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to manage an organisation's investigations program where investigations may be conducted internally, externally or referred to other law enforcement agencies. It includes articulating and authorising an investigations strategy, evaluating investigation processes and the outcomes of investigations, handling complaints, authorising investigations, changing the strategic direction of investigations, and building links at policy level with other organisations and policy makers.

This unit applies to those working in regulatory roles within the public sector involving investigations.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently, performing complex tasks in a range of familiar and unfamiliar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Regulatory

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Articulate and authorise investigations strategy	1.1 Link investigations strategy to objectives of the organisation's overall compliance strategy. 1.2 Use strategy to communicate the roles of staff in investigations including their functions, responsibilities and rights. 1.3 Develop policy and procedures to enable staff to conduct successful investigations and meet organisational objectives. 1.4 Develop guidelines to assist decision making on whether particular investigations should be conducted in house or through other avenues. 1.5 Include documented organisational procedures for handling investigations in guidelines. 1.6 Address staff training and maintenance of standards in the development of the guidelines.
2. Evaluate process of investigations	2.1 Establish scheduled times for evaluation and review. 2.2 Develop and communicate consultation, review and development processes. 2.3 Establish quality assurance review programs to ensure the integrity of policy and procedures is maintained or enhanced. 2.4 Use data from performance measures to validate investigation processes against best practice, noting areas where improvements are needed as part of quality implementation. 2.5 Compare recommendations to improve organisational guidelines with legislative and judicial standards, to improve consistency with external benchmarks. 2.6 Manage statutory reporting obligations.
3. Evaluate outcomes of investigations	3.1 Report on resolution rate of investigations, reasons for lack of resolution and time taken to complete investigations and analyse for improvement. 3.2 Amend strategic directions where necessary to improve the rate of investigation resolution and the time taken for investigations to be completed.
4. Handle	4.1 Establish strategies to handle a range of situations that may

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complaints	impact on the reputation of the organisation. 4.2 Implement policy and procedures to facilitate the reporting to senior management of potentially serious situations.
5. Authorise investigations	5.1 Determine authority levels to reflect structure and reporting lines within the organisation, jurisdictional and legislative requirements. 5.2 Base decisions regarding the allocation of investigative tasks to internal or external investigation personnel on organisational guidelines. 5.3 Accompany any request for authorisation by senior management with sufficient information to facilitate effective and timely decision making.
6. Change strategic direction of investigations	6.1 Balance broader policy directives with needs and demands within the organisation. 6.2 Authorise any exemptions to established policy after full consideration of impact on the organisation, legal ramifications and reasons for exemption.
7. Build links at policy level with other organisations and policy makers	7.1 Use opportunities for liaison with other investigations managers to extend knowledge and improve links within the profession. 7.2 Encourage staff to build relationships with peers in other organisations. 7.3 Take opportunities to promote the organisation and the investigations profession with policy makers and the public. 7.4 Establish and maintain relationships with other key law enforcement agencies and standards setting organisations. 7.5 Establish and maintain relationships with other relevant stakeholders.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPREG701A Manage investigations program.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPREG030 Manage investigations program

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- managing projects
- managing systems and processes for effective investigation processes and outcomes
- liaising and managing investigations when conducted with outside agencies, either jointly, or referred to a police service or contracted to an outside body
- undertaking analysis and problem-solving, especially when dealing with complaints
- using communication styles to suit different audiences and purposes

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- agency investigation/compliance strategy
- agency structure and core business
- investigation techniques
- an understanding of the relationship of the investigation strategy to the agency's overall strategy and jurisdictional policy and legislative requirements
- relevant legislation and policy covering the conduct of investigations, as well as the procedural and offence provisions of specific legislation
- legislative reporting requirements to standards setting organisations
- public sector legislation relating to investigations management, including anti-discrimination and diversity legislation, WHS and environment

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Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPREV001 Identify and apply statute law

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPREV401A Identify and apply statute law. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to identify statute law and how it applies to a range of situations affecting customers.

This unit applies to those working in public sector roles involving revenue and statute laws.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently, performing complex tasks in a familiar context.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Revenue administration

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Identify applicable statute law	1.1 Apply principal rules governing the interpretation of statutes. 1.2 Analyse statutes to identify components applicable to the situation at hand.
2. Apply statute law	2.1 Use information on the creation, amendment and interpretation of laws to assist in identifying applicable bills, Acts and subordinate legislation. 2.2 Use the interpretation Act in accordance with its purpose. 2.3 Interpret and apply statutes in accordance with precedents, rulings and Commissioner's practices. 2.4 Use explanatory statements to assist in determining the intent of Parliament when interpreting complex statutes that apply to particular situations. 2.5 Make reference to relevant case law and other extraneous material as required. 2.6 Complete records that cite applicable statute law using commonly accepted practices and abbreviations.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPREV401A Identify and apply statute law.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPREV001 Identify and apply statute law

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- searching for and identifying applicable statute laws, rulings, precedents and Commissioner's practices
- reading, analysing and interpreting complex, formal documents, including legislation, regulations, explanatory statements, rulings and Commissioner's practices and applying them to work situations
- communicating with others involving exchanges of complex oral and written information
- using technology to access applicable statutes and record outcomes
- applying environmental, sustainability and work health and safety procedures to administrative and IT-related work

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- law-making processes in Australia
- structure and components of an Act
- primary and secondary sources of law
- principal rules governing the interpretation of statute law
- the doctrine of precedent
- purpose and use of Interpretation Act
- abbreviations and commonly accepted practices used in citing statute law

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Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

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PSPREV002 Undertake legislative decision making

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPREV402A Undertake legislative decision making. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to apply a legislative decision making process to make and justify legislatively-based decisions. This includes identifying requirements for legislative decision making, completing research and carrying out the decision making phase.

This unit applies to those working in a public sector role involved in legislative decision making.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently, performing complex tasks in a familiar context.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Revenue administration

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Identify requirements for legislative decision making	1.1 Identify and clarify purpose and key elements of legislative decision making process to ensure its consistent application. 1.2 Identify record-keeping procedures relating to legislative decision making.
2. Complete required research	2.1 Identify and outline the situation or event requiring a decision. 2.2 Determine applicable statute law and identify and record sections of the Acts that link to the decision. 2.3 Identify relevant case law and other extraneous material. 2.4 Record and analyse evidence to support situation or event with respect to applicable law. 2.5 Draw conclusions as to whether required facts have been established by available evidence and record. 2.6 Apply statute law using precedents, rulings, Commissioner's practices, internal advice, other legislation and advice from senior and specialist staff when required.
3. Carry out the decision making phase	3.1 Confirm delegation to make the decision or refer decision. 3.2 Make decision based on research outcomes and established facts, supported by explanation and justification. 3.3 Document decision. 3.4 Carry out actions as a result of the decision and record.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPREV402A Undertake legislative decision making.

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPREV002 Undertake legislative decision making

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- researching information and establishing relevant facts
- identifying and interpreting applicable statute law
- navigating complex and formal documents, including legislation and related materials to use in legislative decision-making
- analysing evidence to ensure it supports the situation or event being considered
- communicating with others involving exchanges of complex oral and written information
- using technology to conduct research, make enquiries, review available data, access legislative requirements and record outcomes
- applying environmental and work health and safety procedures to administrative work and when dealing with customers

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- purpose and key elements of a legislative decision-making process
- components and structure of statutes
- interpretation of statutes
- use of precedents, rulings and Commissioner's practices
- exercise of delegations in relation to undertaking legislative decision-making

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Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

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PSPREV003 Manage information on legal entities, relationships and property

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPREV403A Manage information on legal entities, relationships and property. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to apply the legal principles that apply to legal entities, relationships and property. It includes determining legal entities and identifying and applying information relating to legal relationships and to property and assets of legal entities.

This unit applies to those working to manage information regarding legal entities and their relationships and assets.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently, performing complex tasks in a familiar context.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Revenue administration

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Determine legal entities	1.1 Identify types of legal entities and confirm features of each. 1.2 Analyse transactions to determine the legal entities involved. 1.3 Determine liabilities of legal entities in accordance with the particular transactions.
2. Identify and apply information relating to legal relationships	2.1 Identify formation, type and nature of the legal relationships involved in transactions. 2.2 Map interrelationships involved in transactions to guide decision making. 2.3 Identify legal responsibilities of particular relationships in accordance with the particular transactions. 2.4 Make decisions and determine liabilities in accordance with the interrelationships and responsibilities determined.
3. Identify and apply information relating to property and assets of legal entities	3.1 Clarify the nature and legal types of property, and the principles relating to them. 3.2 Use principles relating to real and personal property, leases, licences and assignment of property to map the property and assets of legal entities. 3.3 Identify value of property and nature of ownership. 3.4 Identify and analyse mortgages, easements, memorials, restrictive covenants and other relevant documents for their effect on property ownership. 3.5 Map the property and assets of legal entities and examine and record their interrelationships. 3.6 Make decisions and determine liabilities in accordance with the property and assets of, and relationships between, the legal entities.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

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Unit Mapping Information

This unit supersedes and is equivalent to PSPREV403A Manage information on legal entities, relationships and property.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPREV003 Manage information on legal entities, relationships and property

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- reading and analysing complex and formal documents, including contracts, legislation and related materials, to assist in decision-making
- explaining differences between different legal entities and impact of those differences on the determination of a tax or duty liability
- communicating with others involving exchanges of complex information when determining legal entities, relationships and property ownership
- using technology to conduct research, make enquiries, review available data, access legislative requirements and record outcomes
- applying environmental and work health and safety procedures to administrative work and when dealing with customers

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- general features and underlying principles of legal entities and legal relationships
- fundamental nature of property and principles relating to personal or real property, leases, licences and assignment of property
- mortgages, easements, charges, memorials and restrictive covenants
- sources of property law
- features of a partnership
- business processes

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Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPREV004 Interpret and assess contracts

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPREV404A Interpret and assess contracts. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to interpret and assess contracts to determine their legal effect, identifying the parties involved and the responsibilities of those parties in order to make decisions regarding liability or compliance.

This unit applies to those working to interpret and assess contracts within the public sector.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently, performing complex tasks in a familiar context.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Revenue administration

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Identify key features of contracts	1.1 Analyse contracts and identify parties involved in each contract. 1.2 Identify legal nature and elements of contracts, terms and obligations. 1.3 Differentiate conditions, warranties and contingencies identified in the contract. 1.4 Identify circumstances and consequences of terminating contracts. 1.5 Confirm, if contractual rights have been assigned and if assignment as valid.
2. Assess contracts for eligibility and liability	2.1 Analyse contracts in accordance with criteria using a legislative decision-making process. 2.2 Confirm or deny eligibility or liability of contracts. 2.3 Make decisions and notify customers.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPREV404A Interpret and assess contracts.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPREV004 Interpret and assess contracts

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- reading and analysing complex and formal documents and applying them to work situations
- communicating with others involving exchanges of complex information when gathering information and notifying customers of decisions relating to obligations that have arisen in relation to contracts
- using technology to conduct research, make enquiries, review available data, access legislative requirements and record outcomes
- applying environmental and work health and safety procedures to administrative work and when dealing with customers

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- sources of contract law
- rules of construction of contracts
- privacy doctrine of contracts
- what may constitute a breach of contract
- methods of termination of contract, including by consent, by frustration
- legislative decision-making process
- principles applicable to assignment of contractual rights
- confidentiality provisions

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Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPREV005 Assess applications for grants, subsidies and rebates

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPREV405A Assess applications for grants, subsidies and rebates. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to explain and assess applications for government grants, subsidies and rebates. This includes explaining grant, subsidy and rebate requirements, checking grant, subsidy and rebate applications and supporting evidence and assessing eligibility.

This unit applies to those working with applications for grants, subsidies and rebates.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently, performing complex tasks in a familiar context.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Revenue administration

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Explain grant, subsidy and rebate requirements	1.1 Access current and comprehensive information to clarify legislative, regulatory and procedural requirements of grants, subsidies and rebates. 1.2 Explain the purpose and key features of each grant, subsidy or rebate, tailoring communication to suit diverse customer needs. 1.3 Defer, if necessary, complex enquiries until information can be clarified, confirmed or referred to senior or specialist staff. 1.4 Inform applicants of any legal requirements and reasons for subjecting applications to compliance investigations, and advise of penalties under legislation for providing false or misleading information or for subsequently failing to meet conditions specified for grant, subsidy or rebate.
2. Check grant, subsidy and rebate applications and supporting evidence	2.1 Check applications to ensure approved forms are used and required information has been provided. 2.2 Sight supporting evidence and make and certify copies of original documents, tailoring communication to suit diverse customer needs.
3. Assess eligibility	3.1 Confirm eligibility for grant, subsidy or rebate. 3.2 Explain clearly the reasons why eligibility is not confirmed, and outline applicants' rights to review or lodge an objection.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPREV405A Assess applications for grants, subsidies and rebates.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPREV005 Assess applications for grants, subsidies and rebates

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- navigating complex and formal documents, including legislation, judicial decisions, rulings, Commissioner's practices and related materials and applying them to assessment of applications
- researching information related to grants, subsidies and rebates
- analysing information against eligibility criteria
- communicating with others involving the explanation of complex information relating to applicant and transaction eligibility (this may involve accessing interpreter services if necessary)
- confirming accuracy of applications
- using technology to conduct research, make enquiries, review available data, access legislative requirements and record outcomes
- applying environmental, sustainability and work health and safety procedures to administrative work and when dealing with customers

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- purpose and key features of grants, subsidies and rebates
- applicant eligibility criteria
- transaction eligibility criteria
- legislative decision making process

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- confidentiality provisions

Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPREV006 Evaluate returns-based taxes

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPREV406A Evaluate returns-based taxes. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to evaluate returns-based taxes. It includes confirming key features of returns-based taxes, processing enquiries relating to returns-based taxes, assessing returns and dealing with complaints.

This unit applies to those working to evaluate returns-based taxes.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently, performing complex tasks in familiar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Revenue administration

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Confirm key features of returns-based taxes	1.1 Access and use current and comprehensive information to maintain knowledge and expertise in returns-based taxation matters and to ensure consistency of application. 1.2 Clarify purpose and scope of returns-based taxes. 1.3 Confirm registration, cancellation and maintenance of customer data.
2. Process enquiries relating to returns-based taxes	2.1 Explain taxable items, liability, exemptions and rebates or relief, tailoring communication to suit diverse customer needs. 2.2 Identify and communicate taxable thresholds and current rates of taxation to customers. 2.3 Explain requirements for lodgement of returns and payment of taxes. 2.4 Defer complex enquiries if necessary until information can be clarified, confirmed or referred to senior and specialist staff. 2.5 Provide clear information to customers to enable them to understand their tax obligations.
3. Assess returns	3.1 Confirm returns and payment as correct, and deal with returns. 3.2 Identify problems with payments, check returns for clerical or other errors and confirm or remit associated penalties. 3.3 Obtain and complete formal records for returns requiring further investigation, and refer for further action. 3.4 Process refunds where over-payments are received.
4. Deal with complaints	4.1 Deal with complaints by taxpayers and record and notify of decisions. 4.2 Explain to taxpayers their rights to have the decision reviewed if they are dissatisfied with the decision. 4.3 Deal with complaints relating to deficiencies in operational systems.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

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Unit Mapping Information

This unit supersedes and is equivalent to PSPREV406A Evaluate returns-based taxes.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPREV006 Evaluate returns-based taxes

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- navigating complex and formal documents and applying them to the assessment of returns-based taxes
- researching and maintaining information related to returns-based taxes
- identifying clerical, numerical and other errors
- communicating with others involving exchanges of complex information relating to returns-based taxes
- providing clear information to customers about their obligations and tax liabilities
- using technology to conduct research, make enquiries, review available data, access legislative requirements and record outcomes
- applying environmental and work health and safety procedures to administrative work and when dealing with customers

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- legislation, regulations, rulings and Commissioner's practices relating to returns-based taxes
- taxable items and/or elements, liability, deductions or exemptions under the legislation
- taxable thresholds for returns-based tax and the application of sliding scales
- legislative decision-making process

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- confidentiality provisions

Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPREV007 Determine land tax liability

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPREV407A Determine land tax liability. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to assess liability and determination of land tax. It includes confirming key features of land tax, determining land tax and assessing and processing enquiries and complaints.

This unit applies to those working to determine land tax liability.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently, performing complex tasks in familiar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Revenue administration

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Confirm key features of land tax	1.1 Access and use current and comprehensive information is to maintain knowledge and expertise in land tax matters and to ensure consistency of application. 1.2 Confirm type of land, usage and ownership. 1.3 Identify liable owners or users at the date of liability. 1.4 Identify value of land. 1.5 Identify and apply criteria for assessing liability for land tax. 1.6 Identify exemptions and any concessions, rebates or relief.
2. Determine land tax	2.1 Confirm liability for land-based tax. 2.2 Identify applicable land-based tax rates using legislation and regulations, and apply to confirm land-based tax assessments. 2.3 Update customer information to indicate activities undertaken and completed.
3. Assess and process enquiries and complaints	3.1 Deal with enquiries relating to payment of notices of assessment. 3.2 Explain payment options and due dates for notices, tailoring communication to suit diverse customer needs. 3.3 Assess complaints relating to payments, interest, penalties, rebates or exemptions claimed by customers and record decisions and notify. 3.4 Explain to customers their rights to have the decision reviewed if they are dissatisfied with the decision.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPREV407A Determine land tax liability.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPREV007 Determine land tax liability

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- interpreting complex legislation, judicial decisions, rulings, Commissioner's practices and related materials and applying them to land tax situations
- researching data sources and information related to land tax requirements
- interpreting land title searches
- numeracy to confirm accuracy of land tax assessments
- communicating with others involving exchanges of complex information relating to land tax liability and exemptions
- using technology to locate land tax requirements, conduct research, make enquiries, review available data, access legislative requirements, issue assessments and record outcomes
- applying environmental and work health and safety procedures to administrative work and when dealing with customers

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- legislation, regulations, rulings and Commissioner's practices relating to land tax
- valuations
- land ownership, characteristics and usage requirements
- tax-free thresholds for land tax and the application of sliding scales of tax rates
- liability criteria, exemptions and rebates or relief for land tax

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- legislative decision-making process
- confidentiality provisions

Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPREV008 Determine stamp duties

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPREV408A Determine stamp duties. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to determine stamp duties imposed on various documents (‘instruments’) and transactions. It includes identifying legislative, regulatory and procedural requirements relating to stamp duties, assessing stamp duties and assessing and processing enquiries and complaints.

This unit applies to those working in roles where the determination of stamp duty is required.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently, performing complex tasks in familiar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Revenue administration

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Identify legislative, regulatory and procedural requirements relating to stamp duties	1.1 Maintain up-to-date knowledge of the range of legislation, regulations, rulings, Commissioner's practices and organisational procedures relating to instruments and transactions that generally attract duties. 1.2 Locate and confirm as current rates and thresholds that apply to calculation of stamp duties, relative to the liability date. 1.3 Identify and confirm eligibility and liability criteria related to stamp duties to ensure consistency of interpretation and application. 1.4 Identify and confirm exemptions and concessions related to instruments, transactions or organisations.
2. Assess stamp duties	2.1 Identify instruments and transactions liable for duty. 2.2 Identify instruments and transactions exempt from duty or eligible for concessions and explain to customers in accordance with their requests. 2.3 Implement general principles affecting stamp duties to ensure correct duty is applied. 2.4 Identify parties liable to pay duty and confirm date of liability. 2.5 Confirm lodgement and due dates and apply any interest or penalties incurred for late lodgement or payment. 2.6 Apply rates of duty, confirm assessment and record decision.
3. Assess and process enquiries and complaints	3.1 Deal with enquiries and complaints by taxpayers, and record decisions and notify. 3.2 Explain to taxpayers their rights to have the decision reviewed if they are dissatisfied with the decision.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPREV408A Determine stamp duties.

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPREV008 Determine stamp duties

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- interpreting complex legislation, judicial decisions, rulings, Commissioner's practices and related materials and applying them to stamp duty determinations
- researching information related to stamp duties
- interpreting and explaining legal language
- confirming accuracy of duties applied to various instruments and transactions
- communicating with others involving exchanges of complex information relating to stamp duties
- using technology to conduct research, make enquiries, review available data, access legislative requirements and record outcomes
- applying environmental and work health and safety procedures to administrative work and when dealing with customers

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- range of legislation, regulations, rulings and Commissioner's practices relating to stamp duty requirements
- general principles from legislation that assist in ascertaining nature of instruments and transactions and how the stamp duty regime is to be applied
- legislative changes and why they occur
- legislative decision-making process

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- confidentiality provisions

Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPREV009 Administer levies, fines and other taxes

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPREV409A Administer levies, fines and other taxes. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to administer levies, fines and other taxes. It includes assessing liability for payment of levies, fines and other taxes, determining the amount payable and dealing with enquiries and complaints.

This unit applies to those working in roles where the administration of levies, fines and other taxes is required.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently, performing complex tasks in familiar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Revenue administration

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Assess liability for payment of levies, fines and other taxes	1.1 Identify and confirm situations that attract imposition of levies, fines and other taxes. 1.2 Identify and confirm exemptions. 1.3 Identify situations where concessions, or remission of or reduction in liability may apply. 1.4 Confirm and evaluate facts applicable to situation. 1.5 Identify and apply criteria for assessing liability.
2. Determine amount payable	2.1 Locate and consult information and schedules to determine rate, penalty or interest applicable. 2.2 Apply exemptions, remissions or reductions. 2.3 Apply applicable rates to confirm assessments of liability. 2.4 Complete documentary requirements.
3. Deal with enquiries and complaints	3.1 Deal with enquiries. 3.2 Explain payment options, due dates and record-keeping requirements, tailoring communication to suit diverse customer needs. 3.3 Deal with complaints, record and notify decisions. 3.4 Explain to customers their rights to have decisions reviewed if they are dissatisfied with a decision.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPREV409A Administer levies, fines and other taxes.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPREV009 Administer levies, fines and other taxes

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- navigating complex legislation, judicial decisions, rulings, Commissioner's practices and related materials and applying them to situations relating to levies, fines and other taxes
- researching information related to application of levies, fines and other taxes
- numeracy to confirm accuracy of assessments
- communicating with others involving exchanges of complex information relating to liability, exemptions, remissions and reductions
- using technology to locate requirements and schedules, conduct research, make enquiries, review available data, access legislative requirements and record outcomes
- applying environmental, sustainability and work health and safety procedures to administrative work and when dealing with customers

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- legislation, regulations, rulings and Commissioner's practices relating to levies, fines and other taxes
- situations where levies, fines and other taxes apply
- liability, exemptions, remissions and reductions relevant to different levies, fines and other taxes
- application of sliding scales or other structures of rates for levies, fines and other taxes
- legislative decision making process

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- confidentiality provisions

Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPSCI001 Contribute to the provision of scientific technical support

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPSCI201A Contribute to the provision of scientific technical support. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to provide technical support in a scientific and/or research environment. It includes contributing to routine technical duties, including experimental, survey, sampling and/or analytical tasks.

This unit applies to those working in technical support in a scientific and/or research environment.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work under supervision while performing routine tasks in a range of familiar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Government Science and Technology

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Confirm and prepare for technical tasks	1.1 Clarify and confirm technical tasks with other staff members. 1.2 Confirm processes, resources, timelines and equipment requirements are in accordance with task requirements. 1.3 Investigate and confirm risk management practices, work health and safety, environmental and other legislative requirements relating to the work.
2. Contribute to the collection of information	2.1 Carry out technical tasks. 2.2 Collect information in accordance with set processes and timelines. 2.3 Use and maintain resources and equipment in accordance with task requirements. 2.4 Follow risk management practices, work health and safety, environmental and other legislative requirements.
3. Record data	3.1 Record data in accordance with task requirements. 3.2 Maintain data records.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPSCI201A Contribute to the provision of scientific technical support.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPSCI001 Contribute to the provision of scientific technical support

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

Look for evidence that confirms skills in:

- working with mathematical data
- observing and reporting
- using communication styles to suit different audiences and purposes
- reading formal documents including legislation and workplace instructions and applying them in the workplace
- operating machinery and experimental equipment

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

Look for evidence that confirms knowledge and understanding of:

- work health and safety, environmental protection and other public sector legislation, regulations, policies, procedures and guidelines relating to the provision of scientific technical support
- basic experimental procedures and scientific methods
- organisational code of practice
- standard operating procedures and/or work instructions

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Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPSCI002 Assist with scientific technical support

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPSCI301A Assist with scientific technical support. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to provide technical support in a scientific and/or research environment, with full responsibility for delegated technical duties, including experimental, survey, sampling and/or analytical tasks. It includes identifying and organising technical duties, and assisting in the collection, recording and presentation of information.

This unit applies to those working in technical support in a scientific and/or research environment.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work under supervision, while performing routine tasks in a range of familiar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Government Science and Technology

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Identify and organise technical duties	1.1 Identify and confirm delegated technical duties and responsibilities with other staff members. 1.2 Identify processes, resources, timelines and equipment requirements. 1.3 Identify risk management practices, work health and safety, environmental and other legislative requirements. 1.4 Obtain and prepare resources and equipment.
2. Assist in the collection and recording of information	2.1 Carry out technical duties. 2.2 Collect and record information in accordance with set processes and timelines. 2.3 Use and maintain resources and equipment. 2.4 Follow risk management practices, work health and safety, environmental and other legislative requirements.
3. Assist in the presentation of data	3.1 Maintain data records. 3.2 Manipulate data and generate reports in accordance with task requirements.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPSCI301A Assist with scientific technical support.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPSCI002 Assist with scientific technical support

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- analysing mathematical data
- using communication styles to suit different audiences and purposes
- reading formal documents including legislation and instructions and applying them in the workplace
- operating machinery and experimental equipment

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- work health and safety, environmental protection, and other public sector legislation, regulations, policies, procedures and guidelines relating to the provision of scientific technical support
- basic experimental procedures and scientific methods
- basic analytical techniques
- simple statistical analysis
- public sector standards and organisational code of practice as they relate to work in a scientific research/technical environment
- standard operating procedures and/or work instructions
- working with others in a scientific and/or technical environment
- technical support work relevant to specialist area

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Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPSCI003 Support innovation and change through extension

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPSCI302A Support innovation and change through extension. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to perform extension activities. It includes confirming extension objectives and methodologies, preparing for extension activities, providing information to clients to support change and monitoring and evaluating extension outcomes.

This unit applies to those working to support innovation and change.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work under supervision, while performing routine tasks in a range of familiar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Government Science and Technology

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Confirm extension objectives and methodologies	1.1 Clarify and confirm extension objectives with other staff members. 1.2 Identify client target groups and select extension methodology in accordance with objectives, information to be disseminated and client needs and/or preferences. 1.3 Identify and handle issues relating to intellectual property.
2. Prepare for extension activities	2.1 Access industry knowledge to assist in client decision making and to support the implementation of improved practices. 2.2 Confirm and apply risk management strategies in consultation with other staff members. 2.3 Confirm resources, prepare materials and organise extension activities in accordance with project responsibilities.
3. Provide information to support change	3.1 Provide information and advice to clients. 3.2 Maintain presentation standards ensuring information is tailored to client needs in terms of concepts, language and format. 3.3 Assist clients in planning the introduction of change and respond to client resistance. 3.4 Obtain feedback from clients, clarify issues and provide further information.
4. Monitor and evaluate extension outcomes	4.1 Monitor change processes and handle contingencies. 4.2 Monitor and evaluate outcomes against extension objectives, and revise processes and materials to address identified problems. 4.3 Create and implement modifications for continuous improvement.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPSCI302A Support innovation and change through extension.

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPSCI003 Support innovation and change through extension

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- using facilitation and presentation strategies and/or methods
- using communication styles to suit different audiences and purposes
- reading and interpreting scientific research information, and designing materials using different media for different audiences
- applying information management in the context of extension activities
- using technology for materials preparation and monitoring outcomes

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- work health and safety, environmental protection and other public sector legislation, regulations, policies, procedures and guidelines relating to the workplace
- basic extension methodology
- principles of change management
- participatory processes in the context of extension activities
- group dynamics and group processes
- community development principles
- research principles and methodology
- evaluation processes relating to extension outcomes
- the scientific and/or technological area

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- specialist area of expertise
- public sector standards and organisational code of practice as they relate to work in a scientific research/technological environment

Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPSCI004 Undertake scientific/technological research

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPSCI303A Undertake scientific/technological research. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to perform scientific or technological research. It includes confirming the research issue, employing a selected research methodology, carrying out the research and delivering the results.

This unit applies to those working in scientific or technological research.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to..

Those undertaking this unit would work under supervision, while performing complex tasks in familiar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Government Science and Technology

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Confirm research issue	1.1 Confirm and clarify issue to be researched with other researchers. 1.2 Identify and handle issues relating to intellectual property. 1.3 Locate and analyse current and published information relevant to the research issue.
2. Employ selected research methodology	2.1 Select research method/s and objectives in consultation with other researchers and in accordance with resource requirements. 2.2 Establish a hypothesis and confirm it with other researcher/s as plausible, relevant and of benefit. 2.3 Confirm tasks, risk management strategies and analytical techniques in consultation with other researcher/s. 2.4 Record research methodology.
3. Carry out research	3.1 Source resources to conduct the research. 3.2 Schedule and carry out tasks under general guidance in accordance with research methodology. 3.3 Monitor research and collect and analyse data in accordance with research plan. 3.4 Discuss and document research results with other researcher/s. 3.5 Prepare research report/s within specified timeframes. 3.6 Write reports.
4. Deliver research results	4.1 Provide research results to the organisation, to the scientific community and/or to the industry. 4.2 Protect intellectual property.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPSCI303A Undertake scientific/technological research.

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Links

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Assessment Requirements for PSPSCI004 Undertake scientific/technological research

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- carrying out research
- using problem solving techniques
- using technology for data input, analysis and preparation of reports
- interpreting and preparing reports containing scientific research information communication styles to suit different audiences and purposes
- presenting research results tailored to different audiences

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- applicable research methodologies
- scientific process
- statistics
- specialist area of expertise
- reporting requirements for scientific and/or technological research, requiring precision of expression and communication styles to suit different audiences and purposes
- public sector standards and legislation including environmental and work health and safety and organisational code of practice as they relate to work in a scientific research and/or technological environment

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Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPSCI005 Provide scientific technical support

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPSCI401A Provide scientific technical support. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to provide technical support in a scientific and/or research environment. It includes planning and organising technical duties, collecting and recording information, and compiling and reporting data.

This unit applies to those working in technical support in a scientific and research environment.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work under supervision, while performing routine tasks in a range of familiar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Government Science and Technology

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Plan and organise technical duties	1.1 Confirm outputs for defined area of responsibility and identify technical duties and responsibilities. 1.2 Determine processes, resources, timelines and equipment requirements. 1.3 Determine risk management practices, work health and safety, environmental and other legislative requirements. 1.4 Obtain and prepare resources and equipment.
2. Collect and record information	2.1 Carry out technical duties under general direction. 2.2 Collect and record information in accordance with planned processes and timelines. 2.3 Use and maintain resources and equipment. 2.4 Follow risk management practices, work health and safety, environmental and other legislative requirements.
3. Compile and report data	3.1 Compile data and maintain records. 3.2 Manipulate data and deal with irregularities in accordance with task requirements. 3.3 Prepare reports in accordance with task requirements.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPSCI401A Provide scientific technical support.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPSCI005 Provide scientific technical support

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- analysing mathematical data
- observing and reporting
- using communication styles to suit different audiences and purposes
- reading formal documents and applying them in the workplace
- writing technical reports requiring precision of expression
- operating machinery and experimental equipment
- applying work health and safety and environmental requirements related to working in a scientific and/or technological research environment

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- experimental procedures and scientific methods
- analytical techniques
- simple statistical analysis
- the scientific/technological area
- work health and safety, environmental protections, public sector legislation, public sector standards and organisational code of practice as they relate to work in a scientific research and/or technical environment
- standard operating procedures and/or work instructions

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- technical support work relevant to specialist area

Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPSCI006 Promote innovation and change through extension

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPSCI402A Promote innovation and change through extension. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to provide extension activities at an experienced level where independent judgment is used to determine the means of achieving specified objectives within generally directed programs. It includes identifying extension objectives and methodologies, preparing for extension work, promoting change through information and advice, and monitoring and evaluating the adoption of change.

This unit applies to those working to promote innovation and change through extension.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently, while performing complex tasks in a range of familiar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Government Science and Technology

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Identify extension objectives and methodologies	1.1 Identify required extension outcomes. 1.2 Identify extension objectives to meet organisational outcomes and client needs. 1.3 Identify client target groups and analyse research information to determine how it may best be used to facilitate change in the target groups. 1.4 Determine dissemination methodology, techniques and strategies in accordance with type of research information and client needs and/or preferences. 1.5 Identify and handle issues relating to intellectual property.
2. Prepare for extension work	2.1 Develop industry knowledge to facilitate client decision making and the implementation of improved practices. 2.2 Identify and apply risk management strategies. 2.3 Obtain and manage resources, and develop extension materials and activities.
3. Promote change through information and advice	3.1 Provide information and advice in a form and medium that clients can apply. 3.2 Maintain presentation standards and provide information and advice. 3.3 Assist clients to implement change and handle resistance to change. 3.4 Use feedback from clients to identify problems and new issues and provide further information and/or advice.
4. Monitor and evaluate adoption of change	4.1 Monitor the implementation of change and manage contingencies. 4.2 Evaluate and report outcomes against extension objectives and project outputs, and modify extension processes to address identified problems in response to client feedback. 4.3 Implement and monitor changes to extension programs to ensure continuous improvement. 4.4 Identify outcomes with implications for organisational policy

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	and make contributions to policy development.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPSCI402A Promote innovation and change through extension.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPSCI006 Promote innovation and change through extension

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- determining dissemination strategies
- obtaining and managing extension resources
- identifying the implications for organisational policy development of changes to extension programs
- using facilitation and presentation strategies
- using communication styles to suit different audiences and purposes
- using problem solving to overcome resistance and develop professional relationships of trust
- reading and interpreting scientific research information, and designing materials using different media for different audiences
- applying information management in the context of extension activities
- using technology for materials preparation and monitoring outcomes
- applying work health and safety and environmental requirements related to working in a scientific/technological research environment

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- extension methodology
- principles of change management

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- participatory processes in the context of extension activities
- group dynamics and group processes
- community development principles
- research principles and methodology
- evaluation processes relating to extension outcomes
- the scientific and/or technological area
- specialist knowledge relating to area of expertise
- work health and safety, environmental protection and other public sector legislation, public sector standards and organisational code of practice as they relate to work in a scientific research and/or technological environment

Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPSCI007 Organise and undertake scientific/technological research

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPSCI403A Organise and undertake scientific/technological research. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to conduct scientific or technological research at an experienced level where independent judgment is used to determine the means of achieving objectives within generally directed programs. It includes identifying the research issues and research methodology, organising and carrying out the research and communicating the results.

This unit applies to those working in technical support in scientific or technological research.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently, while performing complex tasks in a range of familiar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Government Science and Technology

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Identify research issues	1.1 Identify possible research issues through industry analysis and consultation. 1.2 Confirm research issues is relevant to the industry and to the organisation's objectives. 1.3 Identify and handle issues relating to intellectual property. 1.4 Identify and analyse current and published information relevant to the research issues.
2. Identify research methodology	2.1 Establish objectives in consultation with other researcher/s and in accordance with resource requirements. 2.2 Choose appropriate research methodology and analytical techniques 2.3 Determine a hypothesis that is plausible, relevant and of benefit. 2.4 Determine risk management strategies, activities and tasks. 2.5 Record hypothesis and methodology.
3. Organise and carry out research	3.1 Acquire resources to conduct the research. 3.2 Schedule and carry out tasks. 3.3 Monitor research, collect and analyse data and deal with contingencies. 3.4 Document research results and prepare report/s within specified timeframes. 3.5 Write reports.
4. Communicate research results	4.1 Communicate research results to the organisation, to the scientific community and/or the industry via publications and presentations. 4.2 Protect intellectual property.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

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Unit Mapping Information

This unit supersedes and is equivalent to PSPSCI403A Organise and undertake scientific/technological research.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPSCI007 Organise and undertake scientific/technological research

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- using problem-solving in the context of scientific and/or technological research
- using technology for data input, analysis and preparation of reports
- interpreting and preparing reports containing scientific and/or technological research information using communication styles to suit different audiences and purposes
- presenting research results tailored to different audiences

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- research methodologies
- scientific process
- statistics
- specialist area of expertise
- reporting requirements for scientific research, requiring precision of expression and using communication styles to suit different audiences and purposes
- public sector legislation, including environmental and work health and safety requirements, public sector standards and organisational code of practice as they relate to work in a scientific research and/or technological environment

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Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPSCI008 Provide high-level scientific technical support

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPSCI501A Provide high-level scientific technical support. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to provide high-level technical support with responsibility in a defined technical area for experimental, survey, sampling and/or analytical functions. It includes determining and organising high-level technical duties, obtaining and recording information, and assessing and reporting data.

This unit applies to those working as high-level technical support in a defined technical area.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work autonomously, with supervisory responsiblities, while performing complex tasks in a range of familiar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Government Science and Technology

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Determine and organise high-level technical duties	1.1 Confirm outputs for defined technical area and determine technical duties and responsibilities. 1.2 Determine processes, resources, timelines and equipment requirements and organise technical duties. 1.3 Determine risk management strategies, work health and safety, environmental and other legislative requirements and explain to junior staff as necessary. 1.4 Organise resources and equipment and supervise their preparation.
2. Obtain and record information	2.1 Carry out technical and supervisory duties. 2.2 Provide technical leadership and influence individuals to meet required outputs. 2.3 Carry out and/or supervise the collection and recording of information in accordance with planned processes and timelines. 2.4 Monitor information and deal with contingencies. 2.5 Use and maintain resources and equipment.
3. Assess and report data	3.1 Monitor data input and records maintenance. 3.2 Manipulate data, assess results and deal with irregularities. 3.3 Prepare and present reports.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPSCI501A Provide high-level scientific technical support.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPSCI008 Provide high-level scientific technical support

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- using technical leadership to influence others to meet required outputs
- using communication styles to suit different audiences and purposes
- reading formal documents including legislation and instructions and applying them in the workplace
- analysing mathematical data and problem solving
- writing technical reports requiring precision of expression
- operating machinery and experimental equipment

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- experimental procedures and scientific methods
- analytical techniques
- statistical analysis
- broad understanding of the scientific area
- work health and safety, environmental protection and other public sector legislation, public sector standards and organisational code of practice as they relate to work in a scientific research/technical environment
- standard operating procedures and/or work instructions
- leadership of others in a scientific and/or technical environment

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- technical support work relevant to specialist area

Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPSCI009 Facilitate innovation and change through extension

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPSCI502A Facilitate innovation and change through extension. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to perform extension work at a broadly recognised level requiring considerable initiative and independent judgment within generally directed strategic programs. It includes determining extension objectives and methodologies, preparing for extension work, facilitating innovation and change, and monitoring and evaluating the adoption of innovation and change.

This unit applies to those working to facilitate innovation and change through extension.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work autonomously with supervisory responsibilities, while performing sophistocated tasks in a range of contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Government Science and Technology

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Determine extension objectives and methodologies	1.1 Identify required program outcomes. 1.2 Determine extension objectives to meet organisational outcomes and client needs. 1.3 Provide leadership to extension colleagues to influence and motivate their work. 1.4 Generate and interpret research data, identify client target groups and tailor information for different target groups. 1.5 Evaluate and modify dissemination methodology, techniques and strategies in accordance with type of research information and client needs and/or preferences. 1.6 Identify and manage issues relating to intellectual property.
2. Prepare for extension work	2.1 Foster and use industry networks to maintain and apply industry knowledge to encourage client decision making and the implementation of improved practices. 2.2 Develop change management approaches to assist clients to find their own solutions and to implement change. 2.3 Identify risks and determine and apply risk management strategies. 2.4 Acquire and manage resources and develop an extension strategy.
3. Facilitate innovation and change	3.1 Implement information strategy and recommend improvements to clients. 3.2 Use feedback from clients to identify problems and new issues, and provide further information and/or advice in response to client needs. 3.3 Implement change management strategies, and negotiate solutions to problems. 3.4 Modify strategies to address resistance.
4. Monitor and evaluate adoption of innovation and change	4.1 Monitor change management strategies, analyse results and manage contingencies. 4.2 Evaluate outcomes and report against extension objectives and required program outcomes, and make recommendations for

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	modification of future strategies. 4.3 Implement and evaluate revised strategies to ensure continuous improvement. 4.4 Identify outcomes with implications for organisational policy and influence policy development.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

s unit supersedes and is equivalent to PSPSCI502A Facilitate innovation and change through extension.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPSCI009 Facilitate innovation and change through extension

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- using facilitation and presentation strategies and/or methods
- using communication styles to suit different audiences and purposes
- using problem solving to overcome resistance and develop professional relationships of trust
- reading and interpreting scientific research information, and designing materials using different media for different audiences
- applying information management strategies
- using technology for materials preparation and monitoring outcomes

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- well-developed knowledge of the industry
- advanced extension methodology
- principles of change management
- participatory processes in the context of extension activities
- group dynamics and group processes
- community development principles
- research principles and methodology
- evaluation processes relating to extension outcomes

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- broad understanding of the scientific area
- specialist area of expertise
- work health and safety, environmental protection and other public sector legislation, public sector standards and organisational code of practice as they relate to work in a scientific research/technological environment

Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPSCI010 Develop and undertake scientific/technological research

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPSCI503A Develop and undertake scientific/technological research. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to conduct scientific and/or technological research at a broadly recognised level where considerable initiative and independent judgment are used within generally directed strategic programs. It includes framing the research question, developing the research methodology, undertaking and managing the research and disseminating the results.

This unit applies to those working in scientific/technological research.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work autonomously with supervisory responsibilities, while performing sophisticated tasks in a range of familiar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Government Science and Technology

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Frame research question	1.1 Identify viable research questions through industry experience, industry analysis and consultation. 1.2 Consult with possible funding bodies to identify issues which may attract external funding. 1.3 Frame a research question to capture key issue/s with supporting information. 1.4 Demonstrate the benefit of the research question to the industry and its relevance to the organisation's objectives and timeframes. 1.5 Identify and manage issues relating to intellectual property. 1.6 Identify current information relevant to the research question by accessing research and professional networks and analysing published and unpublished materials.
2. Develop research methodology	2.1 Determine objectives that represent logical and effective aspects of the question to be researched and meet organisational and funding requirements. 2.2 Select research methodology and analytical techniques to meet objectives and funding requirements. 2.3 Formulate a hypothesis that is plausible, relevant and of benefit. 2.4 Determine risk management strategies and lay out activities. 2.5 Record the hypothesis, methodology, supporting information and activities.
3. Undertake and manage research	3.1 Seek resources to conduct the research. 3.2 Schedule, assign and carry out tasks. 3.3 Monitor research performance, analyse and interpret data and deal with contingencies. 3.4 Determine and document research results. 3.5 Prepare research report/s within specified timeframes in accordance with or funding body requirements.
4. Disseminate research results	4.1 Disseminate research results within the organisation, to any external funding body, the scientific community and/or the industry via publications and presentations.

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	4.2 Protect intellectual property.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPSCI503A Develop and undertake scientific/technological research.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPSCI010 Develop and undertake scientific/technological research

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- using problem-solving techniques
- working in and facilitating teams
- using technology for data input, analysis and preparation of reports
- interpreting and preparing reports containing scientific research information using communication styles to suit different audiences and purposes
- presenting research results tailored to different audiences

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- research methodologies
- scientific process
- statistics
- the use of sophisticated statistical models
- specialist area of expertise
- possible sources of external funding
- reporting requirements for scientific research, requiring precision of expression and using communication styles to suit different audiences and purposes

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- work health and safety, environmental protection and other public sector legislation, public sector standards and organisational code of practice as they relate to work in a scientific research and/or technological environment

Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPSCI011 Manage the provision of high-level scientific technical support

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPSCI601A Manage the provision of high-level scientific technical support. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to provide high-level technical support within a broad area of expertise at an experienced, self-directed level with responsibility for experimental, survey, sampling and/or analytical functions. It includes determining and managing high-level technical duties, managing the collection and recording of information, and analysing and reporting data.

This unit applies to those working in high-level technical support in a broad technical area.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work autonomously with supervisory responsibilities, while performing sophisticated tasks in a range of familiar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Government Science and Technology

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Determine and manage high-level technical duties	1.1 Determine outputs and responsibilities within a broad area of technical expertise and technical duties. 1.2 Determine processes, resources, timelines and equipment requirements. 1.3 Determine risk management strategies, work health and safety, environmental and other legislative requirements and explain to other staff as necessary. 1.4 Manage the organisation and preparation of resources and equipment.
2. Manage the collection and recording of information	2.1 Provide technical leadership and influence individuals to meet required outputs. 2.2 Manage the collection and recording of information in accordance with identified processes and timelines. 2.3 Monitor information and deal with contingencies. 2.4 Manage the use and maintenance of resources and equipment. 2.5 Enforce risk management strategies, work health and safety, environmental and other legislative requirements.
3. Analyse and report data	3.1 Monitor data input and records maintenance. 3.2 Analyse data and deal with irregularities in accordance with task requirements. 3.3 Prepare and present technical reports and high-level correspondence in accordance with task requirements.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

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Unit Mapping Information

This unit supersedes and is equivalent to PSPSCI601A Manage the provision of high-level scientific technical support.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPSCI011 Manage the provision of high-level scientific technical support

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- using communication styles to suit different audiences and purposes
- reading formal documents including legislation and instructions and applying them in the workplace
- analysing mathematical data and problem solving
- writing technical reports and ministerial correspondence requiring precision of expression
- operating machinery and experimental equipment

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- experimental procedures and scientific methods
- analytical techniques
- statistical analysis
- the scientific area
- work health and safety, environmental protection and other public sector legislation, public sector standards and organisational code of practice as they relate to work in a scientific research/technical environment
- standard operating procedures and/or work instructions
- leadership of others in a scientific and/or technical environment
- technical support work relevant to specialist area

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Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPSCI012 Influence innovation and change through extension

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPSCI602A Influence innovation and change through extension. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to conduct extension activities where superior initiative and judgment are required within a strategically important area. It includes investigating extension issues and methodologies, preparing for innovation and change management, influencing innovation and change, and monitoring and evaluating the adoption of innovation and change.

This unit applies to those working on conducting extension activities within a strategically important area.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work autonomously with supervisory responsibilites, while performing sophisticated tasks in a range of contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Government Science and Technology

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Investigate extension issues and methodologies	1.1 Investigate extension issues in relation to required program outcomes. 1.2 Develop extension objectives to further organisational outcomes and client needs. 1.3 Provide leadership to extension colleagues, influence decisions and monitor and change directions in accordance with emerging requirements. 1.4 Identify the characteristics of client target groups and adapt the interpretation of research information for different target groups. 1.5 Develop and use dissemination methodology, techniques and strategies in accordance with the type of research information and client needs. 1.6 Identify and exploit issues relating to intellectual property.
2. Prepare for innovation and change management	2.1 Build and use strategic industry alliances and networks to develop and apply industry knowledge to influence client decision making and practices. 2.2 Analyse the industry sector in relation to size, economic impact, and political importance in order to determine risks, and manage resistance to change and other contingencies. 2.3 Develop change management strategies. 2.4 Determine risks and develop and apply risk management strategies. 2.5 Attract and manage resources, and develop a communication and/or marketing strategy in accordance with program responsibilities and extension objectives.
3. Influence innovation and change	3.1 Influence clients to seek innovative solutions and to manage change. 3.2 Analyse and manage resistance to change. 3.3 Design and implement local and regional extension services, and set extension methods to meet the needs of clients. 3.4 Implement communication and/or marketing strategy and monitor information ensure it is relevant, accurate and tailored to

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	client needs in terms of concepts, language and format. 3.5 Resolve client problems, and identify and document new issues for further research.
4. Monitor and evaluate adoption of innovation and change	4.1 Evaluate and report outcomes against extension objectives and required organisational outcomes. 4.2 Implement and evaluate revised strategies, and manage contingencies to ensure continuous improvement. 4.3 Identify outcomes with political and/or policy implications and make contributions to policy development.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPSCI602A Influence innovation and change through extension.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPSCI012 Influence innovation and change through extension

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- investigating extension issues
- exploiting intellectual property rights
- building strategic alliances
- attracting resources and designing extension activities at local and regional level.
- using facilitation and presentation strategies and methods
- using communication styles to suit different audiences and purposes
- using problem-solving to overcome resistance and develop professional relationships of trust
- reading and interpreting scientific research information, and designing materials using different media for different audiences
- applying information management in the context of extension activities
- using technology for materials preparation and monitoring outcomes

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- advanced extension methodology
- principles of change management
- participatory processes in the context of extension activities
- group dynamics and group processes

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- community development principles
- research principles and methodology
- evaluation processes relating to extension outcomes
- specialist area of expertise
- work health and safety, environmental protection and other public sector legislation, public sector standards and organisational code of practice as they relate to work in a scientific research/technological environment

Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPSCI013 Initiate and conduct scientific/technological research

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPSCI603A Initiate and conduct scientific/technological research. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to conduct scientific and/or technological research at a level meriting national recognition where superior initiative and judgment are used within strategically important areas. It includes formulating the research question, devising the research methodology, conducting and managing the research, and publishing and presenting the research results.

This unit applies to those working in scientific and/or technological research at a high level.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work autonomously with supervisory responsibilities, while performing sophisticated tasks in a range of contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Government Science and Technology

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Formulate research question	1.1 Identify issues for investigation through ongoing professional development and networking with industry, external funding bodies and professional networks. 1.2 Formulate innovate research questions using industry experience and analysis. 1.3 Formulate a research question that dissects key elements of the issue to be investigated. 1.4 Demonstrate how the research question will be of strategic importance to the industry and to the organisation's objectives and timeframes. 1.5 Identify and exploit issues relating to intellectual property. 1.6 Contribute to and use research and professional networks to access current information relevant to the research question, and assess both current and published information and extract relevant information.
2. Devise research methodology	2.1 Monitor innovations in research methods, and adjust objectives and/or the formulation of a hypothesis to enhance the conduct of the research. 2.2 Determine a hypothesis that is testable, relevant and of benefit, and develop research methods appropriate to the hypothesis. 2.3 Identify and specify risk management strategies and resource needs. 2.4 Prepare and submit funding applications as required. 2.5 Complete documentation.
3. Conduct and manage research	3.1 Seek and manage external funding. 3.2 Provide leadership and manage the research team to meet research objectives. 3.3 Monitor performance and outputs and instigate change/s in direction. 3.4 Facilitate collaboration across locations and organisations to meet research objectives and timeframes. 3.5 Analyse, document and report research results.

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	3.6 Adapt communication style to write for both scientific and lay audiences and to translate results to applied situations.
4. Publish and present research results	4.1 Publish research papers and disseminate results widely both internally and externally to the organisation. 4.2 Present research at seminars and scientific conferences, nationally or internationally. 4.3 Protect intellectual property. 4.4 Build national reputation through publication and presentation of research papers and networking nationally or internationally.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPSCI603A Initiate and conduct scientific/technological research.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPSCI013 Initiate and conduct scientific/technological research

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- using problem solving techniques
- using communication styles to suit different audiences and purposes
- using technology for data input, analysis and preparation of reports
- interpreting and preparing reports containing scientific research information using communication styles to suit different audiences and purposes
- presenting research results tailored to different audiences

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- research methodologies
- scientific process
- statistics
- the use of sophisticated statistical models
- specialist area of expertise
- national networks
- external funding sources
- reporting requirements for scientific research, requiring precision of expression

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- work health and safety, environmental protection and other public sector legislation, public sector standards and organisational code of practice as they relate to work in a scientific research/technological environment

Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPSEC001 Secure government assets

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPSEC301A Secure government assets. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice • All PC merged and revised in Element 1 and 2 • PC 3.3 removed. PC 4.1 and 4.2 merged

Application

This unit describes the skills required to protect assets and minimise security risks, by implementing asset restrictions and advising third parties of security requirements.

This unit applies to those working in a role where security of human and physical assets is a requirement.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would generally work independently and/or as part of a team, using support resources as required. They would perform routine tasks in a range of familiar and unfamiliar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Security

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Protect assets from security threats	1.1 Secure assets, control, monitor and check access to ensure security. 1.2 Investigate suspicious activity and seek expert advice as required.
2. Implement access restrictions	2.1 Restrict access to authorised personnel and identify potential threats. 2.2 Identify breaches, take action to deal with the breach and report to appropriate personnel.
3. Advise third parties of security requirements	3.1 Confirm needs, expectations, attitudes, and current level of knowledge of third parties and advise them of organisation's security requirements. 3.2 Identify and manage risks related to possible confrontations. 3.3 Provide current and prompt advice that meets the needs of the parties. 3.4 Obtain feedback to determine the party's level of understanding and clarify requirements if needed.
4. Minimise security risk	4.1 Identify changes in circumstances, report to appropriate personnel and complete documentation. 4.2 Take action to reduce the likelihood of breaches reoccurring.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

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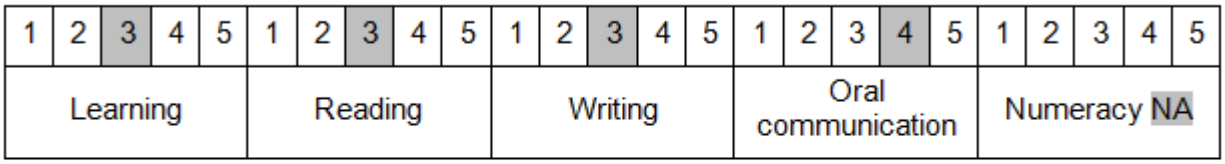
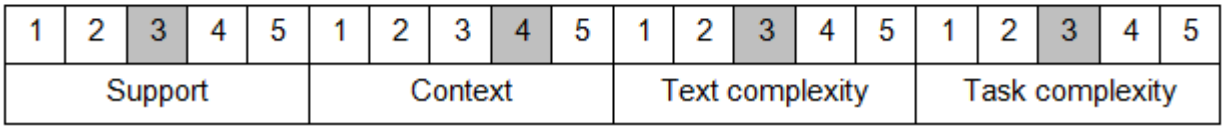
ACSF levels indicative of performance:



Performance variables:



Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to PSPSEC301A Secure government assets.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPSEC001 Secure government assets

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least two occasions.

- applying legislation, regulations and policies relating to government security management
- applying analysis and problem solving
- tailoring communication to the needs of a diverse range of people inside and outside the organisation
- completing documentation and writing reports

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- legislation, regulations, policies, procedures and guidelines relating to government security management
- standards for management of classified information and assets
- available sources of expert advice
- international protocols and treaties impacting on government security management

Assessment Conditions

Assessment of this unit requires a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when securing government assets.

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Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPSEC002 Respond to government security incidents

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPSEC302A Respond to government security incidents. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice • PC 1.1 and 1.2, PC 2.1 and 2.2 merged

Application

This unit describes the skills required to access and advise on security incidents and plan an incident response within the limits of role and responsibility.

This unit applies to those working in a security role where they are expected to identify, manage, finalise and recommend actions if required.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would generally work independently and/or as part of a team, using support resources as required. They would perform routine tasks in a range of familiar and unfamiliar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Security

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Assess and advise on security incidents	1.1 Identify security incident and respond, according to seriousness of the incident. 1.2 Conduct preliminary assessment that considers the nature of the breach, level of risk and likely consequences. 1.3 Determine limitations of own expertise and refer to more specialised personnel as required. 1.4 Maintain records relating to the incident.
2. Plan incident response	2.1 Identify, collect and assess evidence to determine risk factor. 2.2 Recommend action appropriate to the level of seriousness of the incident. 2.3 Identify and document changes required in security policy as a result of the incident. 2.4 Advise relevant agencies of the incident. 2.5 Prepare a final report incorporating background to the incident, action taken, interview statements, outcomes, summary of findings and recommended actions.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

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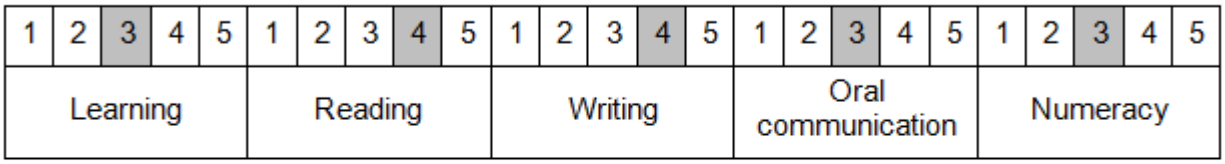
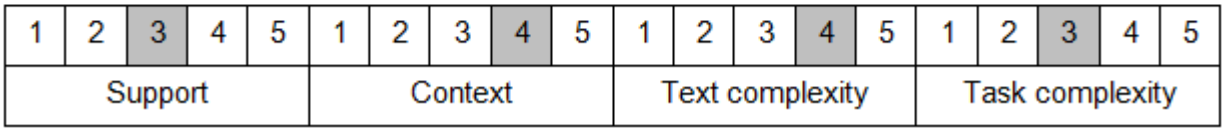
ACSF levels indicative of performance:



Performance variables:



Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to PSPSEC302A Respond to government security incidents.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPSEC002 Respond to government security incidents

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least two occasions.

- applying legislation, regulations and policies relating to government security management
- undertaking research, analysis, including trend analysis, and problem-solving
- using communication techniques including interviewing, tailored to diverse stakeholder groups
- planning, carrying out and guiding an investigation
- recording evidence
- writing reports and recommendations
- maintaining expedited, complete and accurate records

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- legislation, regulations, policies, procedures and guidelines relating to government security management
- organisation's security plan
- Crimes Act 1914 and Criminal Code 1985
- powers inferred to investigate security incidents, including limitations
- referral procedures and appropriate agencies
- intelligence and analytical processes
- conduct of administrative, security or criminal investigations

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Assessment Conditions

Assessment of this unit requires a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when responding to security incidents.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPSEC003 Conduct security awareness sessions

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPSEC303A Conduct security awareness sessions. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice • PC 1.1 revised • 1 new PC added to Element1

Application

This unit describes the skills required to present information and/or awareness sessions on government security management. It includes preparation and delivery of presentations and reviewing outcomes.

This unit applies to those working in a security environment or other generalist or specialist public sector workplaces in which they are required to conduct presentations on security awareness.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to, particularly those related to the conducting of presentations, including WHS.

Those undertaking this unit would generally work independently and as part of a team, using support resources as required and with occasional supervisory responsibilities. They would perform complex tasks in a range of familiar and unfamiliar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Security

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare for security awareness presentation	1.1 Determine outcomes of the presentation reflecting the identified needs of participants. 1.2 Select and document presentation methods to suit identified outcomes, participants' needs, equipment and resources. 1.3 Make provision for participant contribution to the session, based on their experience. 1.4 Validate the content of materials prior to use. 1.5 Include examples of instances and results of non-compliance in presentation materials. 1.6 Prepare information and resources to suit specified objectives, needs of the participants, group size and venue. 1.7 Link the presentation to other elements of the organisations security awareness campaign.
2. Deliver session on security awareness	2.1 Facilitate opportunities for discussion of broad conceptual, ethical and legal issues surrounding government security management. 2.2 Explain information, activities and other aspects to participants according to their level of understanding and experience. 2.3 Use materials and techniques adapted to the participants. 2.4 Generate a positive perspective of the organisation's security management and elicit feedback. 2.5 Use case studies to address urgency and levels of risk in security management. 2.6 Highlight models of excellence in government security management.
3. Review security awareness session outcomes	3.1 Encourage participant feedback on all aspects of the security awareness sessions. 3.2 Review suitability of approach, content and outcomes for further activities. 3.3 Review own performance against objectives and in response to

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	participants' feedback and comments. 3.4 Give advice on possible future activities or amendments to security awareness strategy and programs, including high risk areas for security management.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning					Reading					Writing					Oral communication					Numeracy NA					

Performance variables:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to PSPSEC303A Conduct security awareness sessions.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPSEC003 Conduct security awareness sessions

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least two occasions.

- explaining complex concepts and formal documents, including legislation, standards and codes of conduct
- using communication styles to suit different audiences and purposes
- mentoring culturally and linguistically diverse staff to maximise security awareness
- designing and having input into awareness sessions delivered by specialists

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- legislation, policies, guidelines and processes relating to government security management
- international treaties and protocols
- cross-jurisdictional protocols
- organisational structure and core business
- organisational strategic objectives related to security management
- national strategic objectives relating to government security management
- adult learning principles and audience requirements
- security constraints
- public sector values and codes of conduct
- anti-discrimination and diversity legislation

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- legislation, policies and procedures relating to presentations including WHS and environment

Assessment Conditions

Assessment of this unit requires a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when conducting security awareness sessions.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPSEC004 Undertake information technology security audits

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPSEC304A Undertake information technology security audits. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice • PC 1.1 and 1.2. PC 1.5 and 1.6, PC 2.4 and 2.5, PC 3.1 and 3.2 merged

Application

This unit describes the skills required to plan and conduct an information technology security audit and report on security findings.

This unit applies to those working in a role where they have responsibilities under the organisation's security plan.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would generally work independently and as part of a team using support resources as required. They would perform complex tasks in a range of familiar and unfamiliar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Security

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Plan security audit	1.1 Identify the scope and objectives of the audit and prepare an audit plan to meet the objectives. 1.2 Identify the organisation's information systems to be included in the audit plan. 1.3 Advise appropriate personnel of the audit plan and its requirements. 1.4 Identify and prioritise possible sources of security risk and prepare an audit checklist.
2. Conduct security audit	2.1 Identify and analyse systems, procedures, records and documents. 2.2 Conduct audit in accordance with the audit plan. 2.3 Record audit activities. 2.4 Identify situations requiring specialist input or referral to other areas and act on referral.
3. Report on security findings	3.1 Maintain audit records and prepare audit reports. 3.2 Produce report including background, scope, outcomes and recommendations. 3.3 Use language and style to suit the audience and in line with organisational requirements for accuracy and timeliness. 3.4 Support recommendations with evidence and highlight actions identifying person/s responsible for implementation.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

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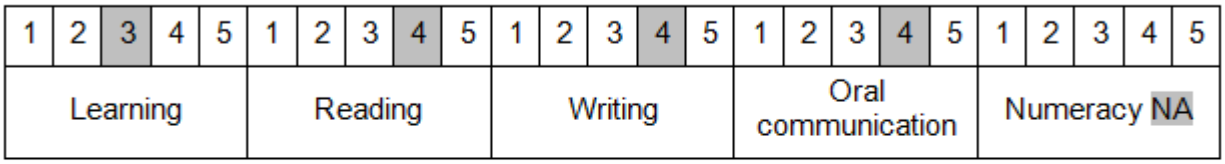
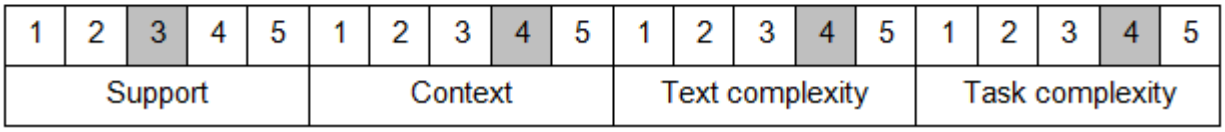
ACSF levels indicative of performance:



Performance variables:



Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to PSPSEC304A Undertake information technology security audits.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPSEC004 Undertake information technology security audits

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least two occasions.

- applying legislation, regulations and policies relating to information technology security audits and government security management
- gathering, analysing and recording data
- using computer applications to undertake security audits
- managing risk in the context of government security management
- engaging in discussion involving exchanges of complex information
- responding to diversity

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- legislation, regulations, policies, procedures and guidelines relating to information technology security audits
- operational knowledge of policies and procedures in regard to use of information technology systems
- organisation’s security plan
- information technology systems and architecture
- use and maintenance of hardware and software systems
- Australian Audit Standards

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- aspects of criminal law and administrative law relating to the outcomes of compliance audits
- protocols for reporting fraud, corruption, maladministration and security breaches
- fundamental ethical principles in the handling of documents and information, natural justice, procedural fairness, respect for persons and responsible care

Assessment Conditions

Assessment of this unit requires a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when undertaking IT security audits.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPSEC005 Undertake government security risk analysis

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPSEC401A Undertake government security risk analysis. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice • PC 1.1 and 1.2, PC 2.2 and 2.3, PC 3.3 and 3.4 merged

Application

This unit describes the skills required to analyse risk against an organisation's operational environment. It includes establishing the security risk context and compiling a security risk register by identifying, analysing and evaluating risk against a security plan.

This unit applies to those working at an operational level, in specialist or generalist roles across all areas within an organisation.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to, particularly those related to the security plan.

Those undertaking this unit would generally work independently and as part of a team using support resources as required. They would perform complex tasks in a range of familiar and unfamiliar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Security

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Establish security risk context	1.1 Confirm strategic and organisational contexts and identify stakeholders and their expectations. 1.2 Identify current and relevant security risk criteria from the security plan. 1.3 Obtain information and resources to conduct the risk analysis.
2. Identify security risk	2.1 Identify and record potential sources of security risk from the perspective of all stakeholders. 2.2 Use specified methodology and tools to identify risks. 2.3 Consult stakeholders during the risk identification process to finalise a list of risks.
3. Analyse security risk	3.1 Identify threat assessments, current exposure and current security arrangements to estimate the likelihood of each risk event occurring. 3.2 Determine potential consequences of each risk including critical lead time for recovery. 3.3 Determine, document and communicate risk ratings and include a rationale for each.
4. Evaluate security risk	4.1 Assess risks against the organisation’s security risk criteria. 4.2 Prioritise risks for treatment. 4.3 Monitor risks until treatment measures have been implemented.
5. Compile security risk register	5.1 Develop a security risk register that records identified risks, their nature and source. 5.2 Identify the consequences and likelihood of risks, and the adequacy of existing controls in the register. 5.3 Record risk ratings for identified risks in register. 5.4 Compile and maintain the security risk register to reflect changes in circumstances. 5.5 Refer risk register to management for decisions on action and treatment of risks.

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Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning NA					Reading					Writing					Oral communication					Numeracy					

Performance variables:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to PSPSEC401A Undertake government security risk analysis.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPSEC005 Undertake government security risk analysis

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least two occasions.

- applying legislation, regulations and policies relating to government security management
- analysing the organisation's security plan
- researching and critically analysing the operational environment and drawing conclusions
- using effective communication with diverse stakeholders involving listening, questioning, paraphrasing, clarifying, summarising
- writing formal and highly complex reports
- representing mathematical information in diverse formats

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- legislation, regulations, policies, procedures and guidelines relating to government security management including WHS
- Crimes Act 1914 and Criminal Code 1985
- Freedom of Information Act 1982
- Privacy Act 1988
- fraud control and protective security policies
- Australian Government Information Security Manual (ISM)
- Protective Security Policy Framework
- risk analysis terminology and techniques

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- the organisation's security plan
- the organisation's assets and security environment
- risk management: principles and guidelines
- AS/NZS ISO 31000:2009

Assessment Conditions

Assessment of this unit requires a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when undertaking security risk analysis.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPSEC006 Implement security risk treatments

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPSEC402A Implement security risk treatments. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice • PC 2.1 and 2.2, PC 3.3 and 3.4, PC 4.1 and 4.2 merged

Application

This unit describes the skills required to confirm risk decisions, identify risk treatments, implement countermeasures and monitor and review the security risk management process.

This unit applies to those working in a security role where they will be required to confirm, identify, implement and review risk.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to, particularly those related to the security plan.

Those undertaking this unit would generally work independently and as part of a team using support resources as required. They would perform complex tasks in a range of familiar and unfamiliar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Security

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Confirm risk decisions	1.1 Confirm management decisions determining acceptable and unacceptable levels of risks. 1.2 Note and monitor low level risks accepted by the organisation, to detect changed circumstances. 1.3 Refer unacceptable high-level risks for development of formal management plans. 1.4 Note for treatment all major or significant risks determined as unacceptable.
2. Identify risk treatments	2.1 Ensure treatments are consistent with the security plan, are cost effective and address levels and types of risk and the importance of the function or resource at risk. 2.2 Select treatments to reduce the likelihood and/or consequences of the risk. 2.3 Include continuity plans in treatments where appropriate. 2.4 Document treatments and submit for approval.
3. Implement countermeasures	3.1 Develop and implement a treatment plan. 3.2 Apply countermeasures in accordance with the implementation strategy detailed in the security plan. 3.3 Implement countermeasures in accordance with timeframe, budgetary requirements and legal requirements.
4. Monitor and review security risk management process	4.1 Implement strategies to monitor risk environment. 4.2 Evaluate risk treatments against the objectives of the security plan. 4.3 Obtain feedback from stakeholders on the adequacy and need for current security measures affecting their work/area. 4.4 Convey recommendations for re-examination of security risk or improved risk treatments to the appropriate personnel.

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Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning NA					Reading					Writing					Oral communication					Numeracy					

Performance variables:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to PSPSEC402A Implement security risk treatments.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPSEC006 Implement security risk treatments

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least two occasions.

- applying legislation, regulations and policies relating to government security management
- reading and analysing the organisation's security plan
- communicating with diverse stakeholders
- using computer technology to gather and analyse information, and prepare formal reports
- representing mathematical information in format to suit the purpose

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- legislation, regulations, policies, procedures and guidelines relating to government security management including WHS
- Crimes Act 1914 and Criminal Code 1985
- Freedom of Information Act 1982
- Privacy Act 1988
- fraud control and protective security policies
- Australian Government Information Security Manual (ISM)
- Protective Security Policy Framework
- risk analysis terminology and techniques
- the organisation's security plan
- the organisation's assets and security environment

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- risk management: principles and guidelines
- AS/NZS ISO 31000:2009

Assessment Conditions

Assessment of this unit requires a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when implementing security risk treatments.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPSEC007 Develop and advise on government security procedures

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPSEC403A Develop and advise on government security procedures. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice • PC 2.1 and 2.2 merged, PC 4.2 removed

Application

This unit describes the skills required to interpret security policy and legislation, analyse security related data, develop procedures and provide advice on government security matters.

This unit applies to those working in the policy development division of the organisation.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to, particularly those related to policy development and implementation.

Those undertaking this unit would generally work independently and as part of a team using support resources as required. They would perform complex tasks in a range of familiar and unfamiliar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Security

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Interpret security policy and legislation	1.1 Identify and analyse legislation impacting on security policy and procedures. 1.2 Analyse the organisation's security policy in relation to risk identification, security management and security incidents. 1.3 Confirm policy intent and identify and review existing procedures for consistency.
2. Analyse security related data	2.1 Collect and analyse data and confirm its integrity. 2.2 Identify outcomes and trends that need to be addressed through security procedures. 2.3 Determine any changes in organisational circumstances and identify related security procedures.
3. Develop procedures	3.1 Identify intended audience/s for procedures and determine language style, structure and format accordingly. 3.2 Develop security procedures to reflect changes in circumstances. 3.3 Develop procedures in consultation with security plan developer/s, end users and approval personnel. 3.4 Submit and gain approval for procedures.
4. Provide advice on government security matters	4.1 Provide information and advice on security procedures and related legislation, regulations, standards and guidelines. 4.2 Consider intended use and consequences of advice and communicate in a manner that addresses the requirements of stakeholders. 4.3 Check documentation provided to ensure it supports the information and advice given.

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Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning NA					Reading					Writing					Oral communication					Numeracy					

Performance variables:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to PSPSEC403A Develop and advise on government security procedures.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPSEC007 Develop and advise on government security procedures

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least two occasions.

- applying legislation, regulations and policies relating to government security management
- communicating with a diverse range of stakeholders

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- legislation, regulations, policies, procedures and guidelines relating to government security management
- organisational policy, procedures and guidelines
- legislation relating to government operations, privacy, work health and safety
- Crimes Act 1914 and Criminal Code 1985
- the organisation's security plan

Assessment Conditions

Assessment of this unit requires a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when developing security procedures.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPSEC008 Conduct personnel security assessments

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPSEC404A Conduct personnel security assessments. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice • PC 2.1 and 2.2, PC 2.3 and 2.4 merged • PC 3.3 removed

Application

This unit describes the skills required to collect, analyse and evaluate personal information, make recommendations on security assessment outcomes and record and report on personnel security assessments.

This unit applies to those working in the security sector required to make assessments.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would generally work independently and as part of a team using support resources as required. They would perform complex tasks in a range of familiar and unfamiliar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Security

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Collect, analyse and evaluate personal information	1.1 Collect information from the subject to be assessed in accordance with the purpose of the security assessment. 1.2 Obtain additional information where gaps, anomalies, deficiencies or discrepancies exist in the information provided. 1.3 Corroborate information and assess validity and reliability. 1.4 Conduct analysis in accordance with general suitability indicators and security standards. 1.5 Extract and interpret data and record outcomes. 1.6 Conduct assessment process with care and sensitivity to assist subjects to deal with its invasive nature.
2. Make recommendations on security assessment outcomes	2.1 Formulate recommendations that are consistent with the information obtained. 2.2 Convey recommendations. 2.3 Confirm with the requester of the security assessment and the subject, where appropriate, the right to seek a review if recommendations are negative. 2.4 Recommend improvements to procedures.
3. Record and report on personnel security assessments	3.1 Maintain complete and up to date records. 3.2 Prepare reports that are clear, fair and objective and use language suited to the purpose. 3.3 Address urgency and levels of risk in reports. 3.4 Adhere to procedures for storing and managing confidential and sensitive information.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

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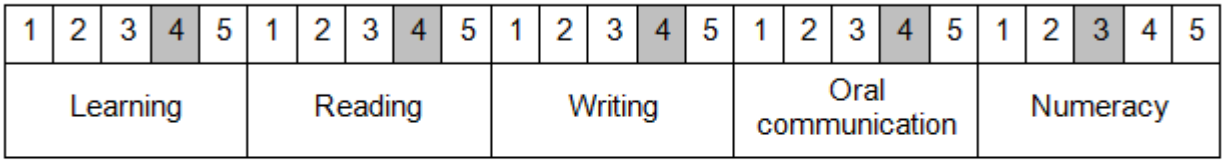
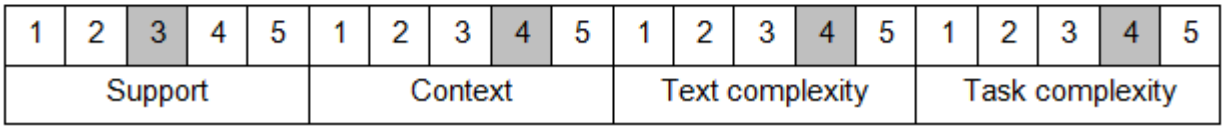
ACSF levels indicative of performance:



Performance variables:



Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to PSPSEC404A Conduct personnel security assessments.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPSEC008 Conduct personnel security assessments

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least two occasions.

- applying legislation, regulations and policies relating to personnel security assessments
- undertaking critical analysis, evaluation and deductive reasoning
- applying problem solving and decision making

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- public service Acts
- Crimes Act 1914 and Criminal Code 1985
- Freedom of Information Act 1982
- Privacy Act 1988
- fraud control policy
- protective security policy
- Protective Security Policy Framework
- general suitability indicators
- international treaties and protocols
- formats for different types of reports
- risk assessment
- management of secure information

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- WHS and environment in the context of personnel security assessments

Assessment Conditions

Assessment of this unit requires a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when conducting personnel security assessments.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPSEC009 Handle sensitive information

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPSEC405A Handle security classified information. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice • Unit title changed to better reflect unit outcomes • PC 3.1 and 3.2 merged

Application

This unit describes the skills required to receive, deal with, maintain and dispose of sensitive information.

This unit applies to those working in a security role where they would receive, deal with and maintain sensitive information.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would generally work independently, as part of a team and with occasional supervisory responsibilities. They would perform complex tasks in a range of familiar and unfamiliar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Security

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Receive sensitive information	1.1 Receive and check sensitive information to ensure transmission protocols have been exercised. 1.2 Take action if protocols have not been adhered to. 1.3 Record sensitive information.
2. Deal with sensitive information	2.1 Review sensitive information to ensure classification meets the security policy for protection of information. 2.2 Review aggregated sensitive information to ensure that it is classified. 2.3 Check classification requirement to ensure it is warranted, and the level of protection is assigned in accordance with the consequences that might result from any compromise of the information's confidentiality, integrity and availability. 2.4 Contact originators of information responsible for classifying the documents to discuss reclassification or declassification where necessary. 2.5 Transmit sensitive information. 2.6 Obtain expert advice as required.
3. Maintain sensitive information	3.1 Secure and account for sensitive information. 3.2 Dispose of sensitive information.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

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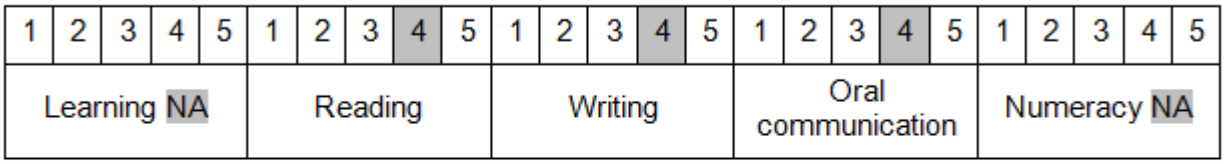
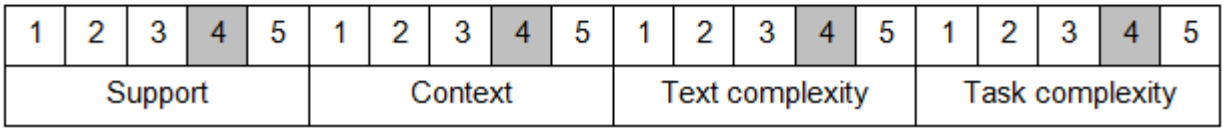
ACSF levels indicative of performance:



Performance variables:



Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to PSPSEC405A Handle security classified information.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPSEC009 Handle sensitive information

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least two occasions.

- applying legislation, regulations and policies relating to government security management
- applying security classification systems
- using analysis and problem solving
- tailoring communication to the needs of a diverse range of people inside and outside the organisation who classify, transmit or advise on sensitive information

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- legislation, regulations, policies, procedures and guidelines relating to government security management
- standards for management of sensitive information
- classification system for national security and non-national security information
- procedures for confirming initial security classifications
- international protocols and treaties impacting on government security management
- available sources of expert advice
- procedures relating to WHS and environment in the context of government security management
- equity and diversity principles

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Assessment Conditions

Assessment of this unit requires a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when handling sensitive information.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPSEC010 Provide government security briefings

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPSEC406A Provide government security briefings. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice • PC 1.3 and 1.4 merged

Application

This unit describes the skills required to organise and conduct security briefings which may be delivered face to face, via telecommunication means or briefing papers.

This unit applies to those working in the security sector with some responsibility for determining the need for, and the provision of security briefings.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit will be working as part of a team or independently where support is available for more complex situations. They will perform complex tasks in a range of familiar and unfamiliar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Security

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Organise security briefing	1.1 Determine the need for a security briefing and select relevant methodology. 1.2 Determine briefing purpose, level, structure and content. 1.3 Prepare a plan for the briefing including participants to be involved and materials required.
2. Conduct security briefing	2.1 Outline the purpose and structure of the briefing to participants according to the briefing plan. 2.2 Encourage active oral or written participation. 2.3 Convey organisational and legislated government security requirements using language and examples adapted to levels of understanding and diverse needs. 2.4 Check understanding of security requirements and the consequences of non-compliance and provide further information as required. 2.5 Conduct briefing. 2.6 Record outcomes and complete a report of the briefing where required.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

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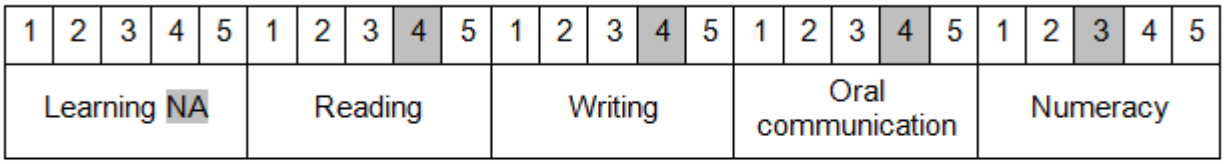
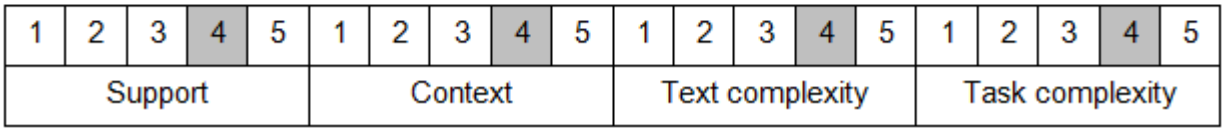
ACSF levels indicative of performance:



Performance variables:



Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to PSPSEC406A Provide government security briefings.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPSEC010 Provide government security briefings

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least two occasions.

- applying legislation, regulations and policies relating to government security management
- preparing briefing plans
- communicating one-on-one and in a group with a diverse range of participants
- providing feedback and encouraging contributions/active participation from participants

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- legislation, regulations, policies, procedures and guidelines relating to government security management
- organisational guidelines and procedures for briefings and debriefings
- requirements of incident-related briefings/debriefings

Assessment Conditions

Assessment of this unit requires a workplace environment or one that closely resembles normal work practice and replicates the range of conditions likely to be encountered when providing security briefings.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPSEC011 Assess security risks

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPSEC501A Assess security risks. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice • PC 2.3 and 2.4; PC 3.2 and 3.3; PC 4.2, 4.3 and 4.4; PC 5.4 and 5.5 merged

Application

This unit describes the skills required to assess government security risks. It includes establishing the risk context, gathering and analysing information and identifying, analysing, assessing and prioritising risks.

This unit applies to those working to develop a security plan or implementing or following an existing plan.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to, particularly those related to assessing security risks.

Those undertaking this unit would work independently, initiating support from a range of established and new resources while performing complex tasks in a range of unfamiliar and unfamiliar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Security

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Establish security risk context	1.1 Identify the scope and strategic and organisational contexts of the risk assessment. 1.2 Identify and comply with legislation, policies, procedures and guidelines related to security risk management. 1.3 Identify stakeholders and their expectations and obtain their input. 1.4 Identify security risk criteria. 1.5 Develop and obtain endorsement for a risk assessment plan according to organisational priorities.
2. Gather and analyse information	2.1 Identify sources and gather information. 2.2 Review relevant internal and historical information. 2.3 Aggregate and contextualise new information from internal and external sources. 2.4 Identify and address information gaps.
3. Identify security risks	3.1 Determine sources of threat to the organisation’s resources and functions. 3.2 Conduct threat assessment against organisational policies, procedures and guidelines and determine risk exposure. 3.3 Use risk assessment techniques which suit the type and level of risk. 3.4 Determine and document risk potential.
4. Analyse security risks	4.1 Analyse potential consequences of risks or threats in light of potential damage to agency, including critical lead time for recovery. 4.2 Assess intent, capability and opportunity for each risk or threat to occur, using all available information. 4.3 Analyse current security countermeasures and treatment options to determine areas of vulnerability. 4.4 Determine and document risk ratings in agreed format.
5. Assess and prioritise	5.1 Consult stakeholders regarding acceptable and unacceptable risk levels.

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security risks	5.2 Document acceptable and unacceptable levels of risk. 5.3 Compare identified risks with security risk criteria to determine whether they are acceptable or unacceptable. 5.4 Prioritise and document identified risks in accordance with security criteria. 5.5 Document determined residual risks.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning					Reading					Writing					Oral communication					Numeracy					

Performance variables:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to PSPSEC501A Assess security risks.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPSEC011 Assess security risks

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least two occasions.

- applying legislation, regulations and policies relating to security risk management
- undertaking risk assessment
- reading and analysing the complex information in standards and security plans
- researching and analysing the operational environment and drawing accurate conclusions
- applying critical analysis, evaluation and deductive reasoning
- using problem solving and creative thinking in decision making
- communicating with diverse stakeholders: interviewing, listening, questioning, paraphrasing, clarifying, summarising
- writing reports requiring formal language and structure
- using computer technology and modelling to gather and analyse information and prepare reports
- representing numerical, graphical and statistical information in diverse formats

Knowledge Evidence

- Operational knowledge of:
  - public service Acts
  - Crimes Act 1914 and Criminal Code 1985
  - Freedom of Information Act 1982
  - Privacy Act 1988
  - fraud control policy
  - protective security policy
  - Australian Government Information Security Manual (ISM)

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  - Protective Security Policy Framework
  - Australian standards, quality assurance and certification requirements
- Complex knowledge of:
  - risk assessment techniques/processes
  - information handling
  - qualitative and quantitative analysis techniques
  - incident reports and statistics
  - asset holdings and recording mechanisms
  - international treaties and protocols
  - cross-jurisdictional protocols
  - organisation's strategic objectives
  - national strategic objectives
  - requirements of user groups

Assessment Conditions

Assessment of this unit requires evidence gathered over time in a workplace environment or one that closely resembles normal work practice and replicates the diverse conditions likely to be encountered when assessing security risks

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPSEC012 Develop security risk management plans

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPSEC502A Develop security risk management plans. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice • PC 2.1 and 2.2 merged

Application

This unit describes the skills required to treat security risks through the development of a security risk management plan. It includes identifying security countermeasures and developing a plan with schedule for implementing, monitoring and evaluating security strategies.

This unit applies to those working in a security role with some responsibility for addressing organisational risk.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to, particularly those related to developing risk management plans.

Those undertaking this unit would work autonomously occasionally accessing and evaluating support from a broad range of sources. They would perform complex tasks in a range of familiar and unfamiliar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Security

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Identify counter-measures	1.1 Review documented risks and threats and validate management decisions on acceptable and unacceptable risks. 1.2 Determine treatment options and countermeasures to reduce the likelihood of occurrence or consequences of the risk. 1.3 Propose treatments which include continuity plans where appropriate. 1.4 Propose treatments which match the level and type of risk and importance of the function or resource. 1.5 Conduct a cost-benefit analysis to determine countermeasures. 1.6 Consult stakeholders on the cost-benefit analysis and determine and submit countermeasures for prioritising.
2. Develop security plan	2.1 Prepare a security plan containing explanatory information on the importance of security and the organisation’s security objectives in achieving corporate and business objectives. 2.2 Summarise the threat assessments undertaken, current exposure and current protective security arrangements in the plan. 2.3 Outline security strategies for implementing, monitoring and evaluating countermeasures. 2.4 Include timeframes and security budget for implementing countermeasures including assigned responsibilities and methodologies to be used. 2.5 Submit security plan for approval and communicate to stakeholders.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

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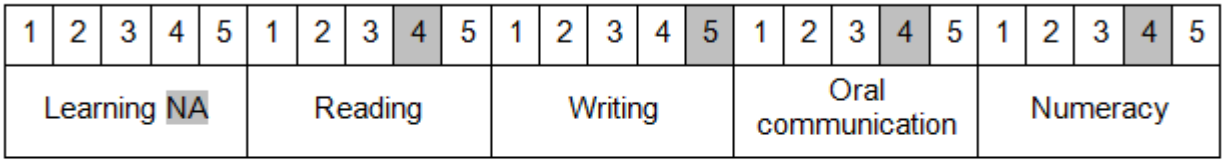
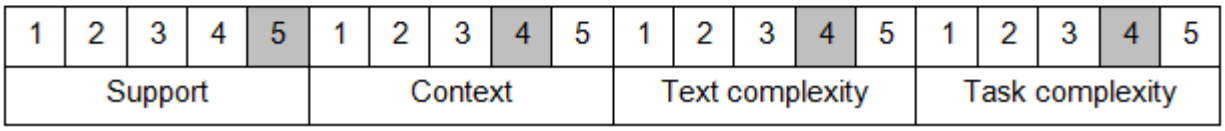
ACSF levels indicative of performance:



Performance variables:



Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to PSPSEC502A Develop security risk management plans.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPSEC012 Develop security risk management plans

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least two occasions.

- applying legislation, regulations and policies relating to security risk management plans
- using evaluation, deductive reasoning, problem solving and decision making
- communicating with diverse stakeholders involving presentation, listening, questioning, paraphrasing, clarifying, summarising
- reading and analysing complex information in standards and security plans
- writing reports requiring formal language and structure
- representing numerical, graphical and statistical information in diverse formats

Knowledge Evidence

- Operational knowledge of:
  - Crimes Act 1914 and Criminal Code 1985
  - Freedom of Information Act 1982
  - Privacy Act 1988
  - fraud control policy
  - Australian Government Information Security Manual (ISM)
  - Protective Security Policy Framework
  - Australian standards, quality assurance and certification requirements
  - international treaties and protocols
  - requires comprehensive knowledge of cross-jurisdictional protocols
  - organisation’s strategic objectives

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- national strategic objectives
- formats for different types of reports
- cost-benefit analysis techniques
- equal employment opportunity, equity and diversity principles
- public sector legislation, including WHS and environment, in the context of security risk assessment

Assessment Conditions

Assessment of this unit requires evidence gathered over time in a workplace environment or one that closely resembles normal work practice and replicates the diverse conditions likely to be encountered when developing risk management plans.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPSEC013 Implement and monitor security risk management plans

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPSEC503A Implement and monitor security risk management plans. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to implement and monitor a security risk management plan. It includes implementing the plan, monitoring the risk environment and evaluating the plan.

This unit applies to those working in a security role with some responsibility for addressing organisational risk.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to, particularly those related to implementing risk management plans.

Those undertaking this unit would work autonomously, occasionally accessing and evaluating support from a broad range of sources, while performing complex tasks in a range of contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Security

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Implement security plan	1.1 Implement countermeasures and treat security risks. 1.2 Follow and meet timeframes and budgetary requirements. 1.3 Comply with legal, government and organisational policy requirements. 1.4 Document and monitor residual risks.
2. Monitor the risk environment	2.1 Determine and document strategies to monitor the risk environment. 2.2 Monitor security risks, types and sources of threats to detect changing circumstances that may alter risk management priorities. 2.3 Conduct monitoring on a regular basis. 2.4 Monitor organisational changes to identify circumstances where re-examination of the security environment becomes necessary. 2.5 Document and act upon results of monitoring.
3. Evaluate security plan	3.1 Monitor risk treatments to gauge extent and effectiveness of implementation. 3.2 Evaluate treatments against the objectives of the security plan. 3.3 Obtain feedback from stakeholders on the adequacy and need for current security measures affecting their work area. 3.4 Identify and address weaknesses in the security plan. 3.5 Review the plan on an ongoing basis, to detect exceptional incidents, breaches, and changes in circumstances. 3.6 Update the plan to reflect current circumstances.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

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ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning NA					Reading					Writing					Oral communication					Numeracy					

Performance variables:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to PSPSEC503A Implement and monitor security risk management plans.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPSEC013 Implement and monitor security risk management plans

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least two occasions.

- applying legislation, regulations and policies relating to security risk management
- auditing in the context of security risk management
- communicating with diverse stakeholders involving presentation, listening, questioning, paraphrasing, clarifying, summarising
- reading and analysing complex information in standards and security plans
- writing reports requiring formal language and structure
- representing numerical, graphical and statistical information in diverse formats

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- Operational knowledge of:
  - public service Acts
  - Crimes Act 1914 and Criminal Code 1985
  - Freedom of Information Act 1982
  - Privacy Act 1988
  - fraud control policy
  - protective security policy
- Complex knowledge of:

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- Australian Government Information Security Manual (ISM)
- Protective Security Policy Framework
- Australian standards, quality assurance and certification requirements
- organisation's strategic objectives and security plan
- national strategic objectives
- security constraints
- equal employment opportunity, equity and diversity principles
- public sector legislation, including WHS and environment, in the context of implementation and monitoring of security risk management plans

Assessment Conditions

Assessment of this unit requires evidence gathered over time in a workplace environment or one that closely resembles normal work practice and replicates the diverse conditions likely to be encountered when implementing risk management plans.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPSEC014 Coordinate protective security

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPSEC504A Coordinate protective security. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to perform an organisation's ongoing protective security function through implementing security procedures and systems. It includes providing advice and support to others, monitoring and coordinating security, and liaising with specialist security services.

This unit applies to those with day-to-day responsibility for an organisation's protective security function.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to, particularly those related to security and privacy legislation and security standards when coordinating protective security.

Those undertaking this unit would work autonomously, occasionally accessing support from a range of sources, while performing complex tasks in a range of contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Security

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Provide security advice and support	1.1 Assist management to analyse the security environment and plan to counter potential threats. 1.2 Advise management on physical and procedural security measures. 1.3 Assist in development of the organisation's security policy and procedures in consultation with management and staff. 1.4 Promote self as the first point of contact for security concerns and queries within the organisation. 1.5 Advise on security matters.
2. Coordinate and monitor security	2.1 Develop and implement protective security arrangements in conjunction with senior management to create and maintain a secure environment for official information and resources. 2.2 Coordinate devolved security measures to ensure organisational standards are maintained consistently and cost-effectively. 2.3 Monitor organisational security procedures and systems and audit as required by the organisation's security policy and plan. 2.4 Monitor the awareness of employees and contractors in terms of their security responsibilities and obligations, take action or make recommendation to address any gaps. 2.5 Review incident reports and assess implications for security risk, procedures and awareness training.
3. Access security specialists	3.1 Coordinate contact between the organisation and external security authorities/organisations. 3.2 Seek advice, technical assistance, learning and development from specialist security organisations to ensure compliance with jurisdictional and organisational security policies, procedures and standards. 3.3 Report or refer incidents and other security issues to government security authorities.

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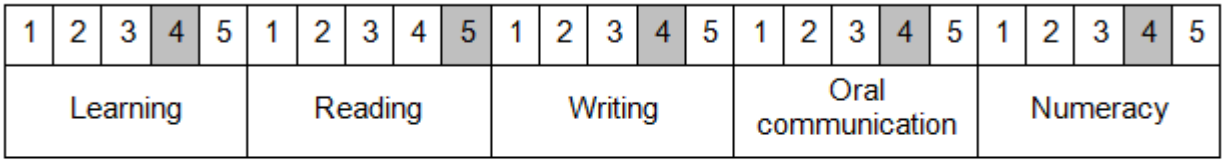
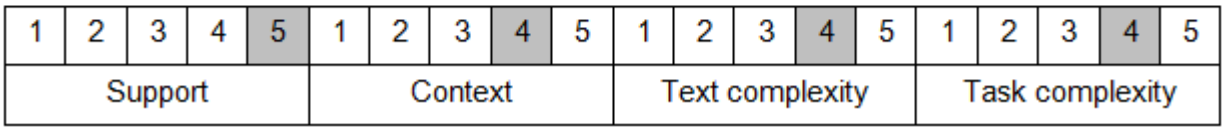
Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:



Performance variables:



Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to PSPSEC504A Coordinate protective security.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPSEC014 Coordinate protective security

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least two occasions.

- applying legislation, regulations and policies relating to the coordination of protective security
- reading and analysing complex documents
- researching and critically analysing the operational environment and drawing conclusions
- using communication with diverse stakeholders involving listening, questioning, paraphrasing, clarifying and summarising, to provide advice and support
- writing reports and recommendations requiring formal language and structure

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

Operational knowledge of:

- public service Acts
- Crimes Act 1914 and Criminal Code 1985
- Freedom of Information Act 1982
- Privacy Act 1988
- fraud control policy
- protective security policy
- the organisation’s functions, assets and security environment

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- Australian standards, quality assurance and certification requirements
- AS/NZS ISO 31000:2009 risk management – principles and guidelines
- equal employment opportunity, equity and diversity principles
- public sector legislation, including WHS and environment, in the context of coordinating protective security

Assessment Conditions

Assessment of this unit requires evidence gathered over time in a workplace environment or one that closely resembles normal work practice and replicates the diverse conditions likely to be encountered when coordinating protective security.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPSEC015 Communicate security awareness

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPSEC506A Communicate security awareness. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice • PC 2.3, 2.4 and 2.5 merged • PC 5.1 and 5.4 removed

Application

This unit describes the skills required to promote security issues to improve government security management. It includes planning and designing awareness-raising activities, promoting security management and developing and nurturing cooperative client relationships.

This unit applies to those whose roles include promoting and conducting security awareness activities and evaluating their success.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to, particularly those related to ethical and security management standards, guidelines and codes of conduct when communicating security awareness.

Those undertaking this unit would normally work independently, initiating support from a range of established resources, while performing complex tasks in a range of contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Security

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Plan security awareness activities	1.1 Determine need for activities and consult clients and staff to establish priorities in the organisation's security plan. 1.2 Initiate, gather and assess ideas for new or improved activities, taking into account the human, financial and physical resources required. 1.3 Obtain approval for security awareness activities.
2. Design security awareness activities	2.1 Establish formal and informal networks of targeted individuals and groups and use these as communication channels. 2.2 Incorporate precedents in security management into awareness activities. 2.3 Design and produce information presentations and support materials as required. 2.4 Create awareness activities based on the organisation's corporate objectives, core business, culture and an understanding of its client base.
3. Promote government security management	3.1 Prepare and disseminate information relating to incidents and effects of non-compliance. 3.2 Develop and present information to promote government security management and meet the needs of a diverse audience.
4. Develop and nurture cooperative client relationships	4.1 Establish and document expectations of clients and contractors. 4.2 Anticipate opportunities, in consultation with work colleagues and managers, for establishing contacts and networks with external and internal clients. 4.3 Monitor and inform clients of changes in organisational focus which may affect organisation–client relationships. 4.4 Obtain feedback on organisational activities and report outcomes. 4.5 Facilitate stakeholder understanding of organisation's security management philosophy, policy and procedures. 4.6 Advise clients when and how to modify their practices to meet

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	organisational standards as required.
5. Conduct security management activities	5.1 Implement security management activities using adult learning methodologies and within existing resource and time constraints. 5.2 Identify intended outcomes based on expectations of the target audience. 5.3 Adapt and refine activities as indicated by audience engagement and responses.
6. Evaluate success of awareness raising activities	6.1 Evaluate security awareness activities against predetermined objectives. 6.2 Document results of evaluation and use as basis for planning future activities. 6.3 Identify and act upon opportunities for new security awareness activities as required. 6.4 Obtain evidence of status or changes in the type and level of security breaches as a result of activities.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Learning NA	Reading	Writing	Oral communication	Numeracy

Performance variables:

1 2 3 4 5	1 2 3 4 5	1 2 3 4 5	1 2 3 4 5
Support	Context	Text complexity	Task complexity

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to PSPSEC506A Communicate security awareness.

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPSEC015 Communicate security awareness

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least two occasions.

- designing security management activities
- developing and maintaining client relationships
- tailoring activity sessions to the needs of adult learners and a variety of audiences
- managing time effectively to plan and facilitate security management activities within existing resource and time constraints
- delivering oral presentations
- explaining complex concepts and formal documents, including legislation, standards and codes of conduct
- using communication styles to suit different audiences and purposes

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

Operational knowledge of:

- agency structure and core business activities
- security and how it relates to the specific functions and activities of the organisation, together with an understanding of ethical standards required by the organisation of its staff and contractors and suppliers
- national strategic objectives relating to government security management

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- jurisdictional security requirements and strategic objectives
- cross-jurisdictional protocols
- international treaties and protocols
- the organisation's security risk management methodology
- security risk factors in the organisation
- identified instances of security breaches
- adult learning principles
- audience requirements
- anti-discrimination and diversity legislation
- legislation, policies and procedures relating to conduct of security management activities including WHS and environment

Assessment Conditions

Assessment of this unit requires evidence gathered over time in a workplace environment or one that closely resembles normal work practice and replicates the diverse conditions likely to be encountered when communicating security awareness.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPSEC016 Define information systems framework

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPSEC601A Define information systems framework. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to identify and establish the information system security framework for an organisation or a business unit at functional level. It includes determining the organisational context, determining principal areas of risk, determining system requirements and establishing the security framework.

This unit applies to those with organisation-wide responsibility for defining systems and procedures which impact on organisational security.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to, particularly those related to defining information systems for security.

Those undertaking this unit would work autonomously while frequently accessing and evaluating support from a broad range of sources. They would perform sophisticated tasks in a broad range of contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Security

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Establish the organisational context	1.1 Identify and document legislative and regulatory requirements for the organisation. 1.2 Analyse legislation for any information management security implications and document outcomes. 1.3 Review organisational purpose and function for compliance requirements. 1.4 Analyse broad social context in which the organisation operates to determine community expectations.
2. Determine the principal areas of risk requiring information strategy	2.1 Review and update existing risk analyses. 2.2 Review and document regulatory requirements and legal liabilities for their impact on the information systems framework. 2.3 Determine and document risks and liabilities to be managed by information systems, informing the development of the framework.
3. Determine the information system requirements for each business function	3.1 Analyse risks, liabilities and regulatory requirements. 3.2 Document and communicate identified requirements as evidence to be captured as records. 3.3 Formulate information system specifications from the evidence requirements. 3.4 Determine information security requirements. 3.5 Determine specifications for information systems security measures.
4. Establish information systems framework for organisation	4.1 Develop and communicate an overview of responsibilities for information management within the organisation. 4.2 Define responsibilities and authorities in relation to regulatory requirements. 4.3 Define information management responsibilities and rights for each business function. 4.4 Integrate identified risks and liabilities managed by information systems. 4.5 Define, assign and document levels of accountability and

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	responsibility within the framework. 4.6 Formulate and document security procedures for information systems.
5. Obtain approval for framework	5.1 Communicate completed and documented framework for review and endorsement. 5.2 Establish review process and assign appropriate persons with maintaining the currency of the organisation's information systems framework.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning					Reading					Writing					Oral communication					Numeracy					

Performance variables:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to PSPSEC601A Define information systems framework.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPSEC016 Define information systems framework

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least two occasions.

- applying legislation, regulations and policies relating to government information systems security
- analysing process functions and problems
- preparing, compiling and writing complex documents and reports
- communicating complex relationships and processes effectively to users and management
- documenting complex relationships and processes
- identifying and viewing component parts as integral elements of the whole system
- reading and interpreting mathematical concepts and values embedded in specifications and complex technical documentation
- analysing and interpreting legal, regulatory and security requirements and organisation policies and procedures
- analysing and synthesising documentation, verbally delivered information, and observed behaviours
- consulting with diverse stakeholders to elicit relevant information for analysis

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

Operational knowledge of:

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- legislation, regulations, policies, procedures and guidelines relating to government information system security
- equal employment opportunity, equity and diversity principles
- public sector legislation in the context of government information systems security
- sources of information about jurisdictional requirements for information systems
- equal employment opportunity, equity and diversity principles
- public sector legislation, including WHS and environment, in the context of government information systems security
- requires comprehensive knowledge of functions and structures in the organisation
- policies and strategies that apply across the jurisdiction
- information management principles and processes
- information security requirements

Assessment Conditions

Assessment of this unit requires evidence gathered over time in a workplace environment or one that closely resembles normal work practice and replicates the diverse conditions likely to be encountered when defining information systems.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPSEC017 Manage security awareness

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPSEC602A Manage security awareness. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to promote and disseminate the organisation's approach to security management to internal and external clients and the broader community.

This unit applies to those whose roles include disseminating strategy and championing security awareness both inside and outside the organisation.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to, particularly those related to managing security awareness.

Those undertaking this unit would work autonomously, frequently accessing and evaluating support from a broad range of sources. They would perform highly sophisticated tasks in a broad range of contexts with frequent specialisation in one or more contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Security

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Disseminate security policy	1.1 Raise the profile of security management to indicate its fundamental importance within the organisation. 1.2 Articulate security standards for the organisation in a manner suited to the level and experience of staff. 1.3 Explain ways in which the security policy and plan contribute to the achievement of organisational corporate goals. 1.4 Communicate roles and responsibilities of key people in the organisation regarding implementation of security measures. 1.5 Present and disseminate information to meet the needs of diverse audiences.
2. Champion security awareness	2.1 Lead and motivate others in promoting the role of security processes as integral to effective management practices. 2.2 Use methods to champion security awareness based on an in-depth understanding of the organisation's culture and structure and the nature of both internal and external clients. 2.3 Establish a positive tone within the organisation regarding security, by engendering trust and confidence in security measures. 2.4 Establish guidelines for the creation of formal and informal networks and to nurture cooperative and ethical client relationships.
3. Market security management inside and outside the organisation	3.1 Identify and assess potential activities to promote security and its importance to the overall objectives of the organisation in relation to the current security policy and plan. 3.2 Coordinate implementation of activities with management and key stakeholders. 3.3 Encourage shared ownership of security processes through ongoing consultation and information sharing. 3.4 Organise promotional activities to raise stakeholder awareness of both the ethical and financial aspects of security and to endorse the concept and practice of security management. 3.5 Monitor trends in order to ensure currency of the organisation's

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	security measures.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning NA					Reading					Writing					Oral communication					Numeracy					

Performance variables:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to PSPSEC602A Manage security awareness.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPSEC017 Manage security awareness

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least two occasions.

- applying leadership
- synthesising and articulating broader policy issues
- using communication, negotiation and presentation styles to suit different audiences and purposes
- reading and interpreting mathematical concepts and values embedded in complex information
- monitoring trends and providing solutions

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- Operational knowledge of:
  - organisational change practices
  - public sector legislation, policies and procedures including anti-discrimination and diversity legislation, WHS and environment in the context of security management
- Complex knowledge of:
  - corporate plan and strategic directions of the organisation
  - structure and core business activities of the organisation
  - organisation’s security policy and plans
  - external expectations placed on the organisation by external stakeholders

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- the incorporation of constraints imposed by the culture of the organisation and operational factors into security management issues and practices

Assessment Conditions

Assessment of this unit requires evidence gathered over time in a workplace environment or one that closely resembles normal work practice and replicates the diverse conditions likely to be encountered when managing security awareness

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPTIS001 Apply codes and standards to ethical practice

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPTIS503A Apply codes and standards to ethical practice. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 2.3 split into two PC • 2.1 moved to Element 3

Application

This unit describes the skills required to ensure that translators and interpreters apply current and relevant standards of professional and ethical behaviour in general settings. The unit requires knowledge of the industry's professional codes of ethics and their application to practice. It requires the ability to consider a range of ethical issues and to reflect on and continuously develop professional practice.

This unit applies to those working as translators and interpreters in a range of general settings.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures should be consulted and industry codes and standards for ethical translating and interpreting adhered to.

Those undertaking this unit would work independently using support resources as required, while performing specific tasks in a range of familiar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Translating and interpreting

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Develop knowledge of ethical and professional issues	1.1 Use reliable sources of information to ensure that knowledge of ethical issues and professional practice is current, comprehensive and relevant. 1.2 Maintain professional relationships and networks to facilitate awareness of current issues. 1.3 Analyse applicable codes of ethics and conduct and their relationship to work practices.
2. Apply ethical standards to professional practices	2.1 Identify and examine factors that impact on professional and ethical decision making. 2.2 Apply codes and standards of ethical conduct to assignments. 2.3 Develop and promote strategies for dealing with possible dilemmas. 2.4 Promote ethical standards and practice with clients, colleagues and others.
3. Evaluate professional practices and knowledge related to ethical practice	3.1 Reflect on and evaluate ethical practices in work assignments. 3.2 Monitor and review practice in relation to standards of ethics and conduct. 3.3 Seek advice and feedback on performance to improve ethical practice. 3.4 Participate in professional development activities and networks to address identified needs in current ethical practice.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

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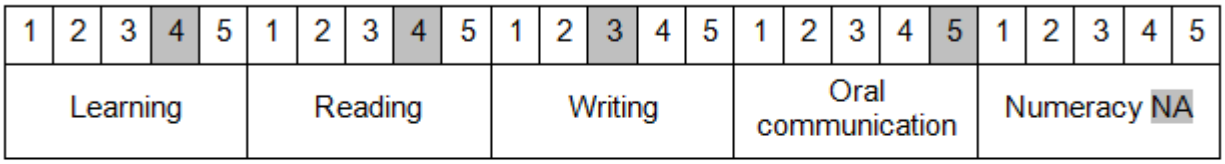
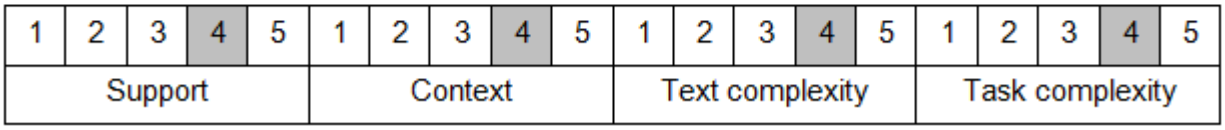
ACSF levels indicative of performance:



Performance variables:



Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to PSPTIS503A Apply codes and standards to ethical practice.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPTIS001 Apply codes and standards to ethical practice

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified, the candidate must demonstrate evidence of performance of the following on at least two occasions.

- expressing and seeking advice on professional issues and dilemmas
- demonstrating confidence and assertiveness to apply protocols in work performance
- undertaking research to identify and use professional resources, associations and networks
- applying codes of ethics and conduct to situations involving:
  - potential conflicts of interest
  - conflict between client requirements and ethical standards
  - differences in expectations caused by cultural practices or customs
  - dilemmas caused by tensions between personal and professional standards of practice and values
  - maintaining knowledge of ethical and professional issues and requirements

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified, the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- industry standards of ethical behaviour relating to practice
- networks relevant to own professional practice
- professional techniques, strategies and responsibilities of translators and interpreters
- types and sources of professional resources
- situations posing dilemmas and their implications for decisions
- relevant professional codes of ethics and conduct

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Assessment Conditions

Assessment of this unit of competency must include use of scenarios, case studies, experiences or relevant examples of interactions with colleagues and clients that demonstrate addressing problems related to ethical decision making.

Consideration must be given to holistic assessment for this unit. Refer to advice in the Companion Volumes.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPTIS002 Build glossaries for translating and interpreting assignments

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages.

Application

This unit describes the skills required to develop glossaries for translating and interpreting assignments. It includes the ability to identify and source suitable reference material, and to make efficient use of tools and equipment.

This unit applies to those working as translators and interpreters who are responsible for minimising risks associated with inadequate preparation, or collaborating with colleagues in translating and interpreting tasks.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures should be consulted and industry codes and standards for ethical translating and interpreting adhered to.

Those undertaking this unit would work independently using support resources as required while performing specific tasks in a range of contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Translating and interpreting

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Analyse assignment information	1.1 Obtain and analyse assignment documentation and related background material. 1.2 Consider assignment requirements and need for glossary sharing to decide approach and format. 1.3 Select and obtain tools and equipment and identify up-to-date, relevant and comprehensive resources.
2. Establish familiarity with topic and context	2.1 Access and make critical use of sources of information and reference material. 2.2 Critically analyse terminology in context and record selections in assignment-specific glossary template. 2.3 Identify areas requiring further subject knowledge and seek additional information from client, specialist advisors, or colleagues.
3. Review and evaluate glossary	3.1 Review preparation to confirm it addresses assignment requirements and update glossary as necessary. 3.2 Consider and implement adjustments to improve process and outcomes of future preparation.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

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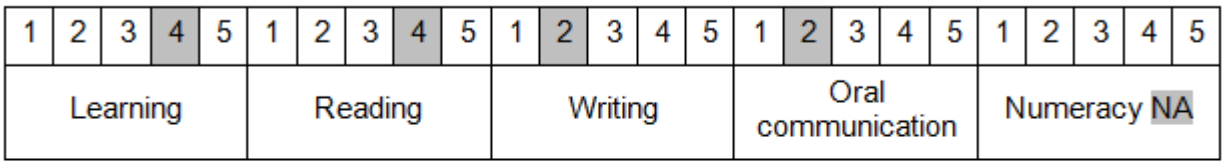
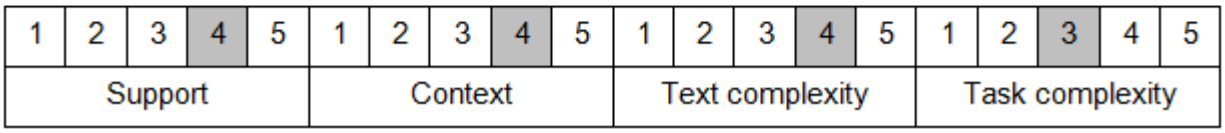
ACSF levels indicative of performance:



Performance variables:



Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPTIS002 Build glossaries for translating and interpreting assignments

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages.

Performance Evidence

Performance evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified, the candidate must demonstrate evidence of performance of the following in at least two assignments: for written languages one translating, one interpreting assignment; for languages without written form, two interpreting assignments.

- making efficient use of suitable print, electronic and human resources
- preparing, updating and managing glossaries
- reading and noting information sources for future reference
- setting up glossaries for shared use
- using internet search techniques to research precedents and inform target language choices
- using technology to create and use glossary templates

Knowledge Evidence

Knowledge evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified, the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- file and information management procedures, including processes for storing, retrieving and returning assignment material
- key sources of information to inform assignment preparation
- privacy and confidentiality requirements
- requirements for shared glossaries
- structure and function of interpreting and translation glossaries

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Assessment Conditions

Evidence must include examples of glossaries developed for assignments.

Consideration must be given to holistic assessment for this unit. Refer to advice in the Companion Volumes.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPTIS003 Prepare to translate and interpret

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages.

Application

This unit describes the skills required to collect and assess information about the nature and conditions of translating and interpreting assignments and to keep work records. It includes skills required to reach a decision to accept or decline an assignment and to prepare effective work plans to maximise assignment outcomes and minimise risks from miscommunication.

This unit applies to those working as translators and interpreters in a range of contexts.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and industry codes and standards for ethical translating and interpreting adhered to.

Those undertaking this unit would work independently using support resources as required while performing specific tasks in a range of contexts.

No licensing, legislative or certification requirements apply to the unit at the time of publication.

Competency Field

Translating and interpreting

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the	Performance criteria describe the performance needed to

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essential outcomes	demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Assess ability to complete assignment	1.1 Receive assignment request and clarify scope and nature of work and conditions of engagement. 1.2 Identify performance expectations, limits and responsibilities and their implications for undertaking the assignment. 1.3 Consider personal availability and preparedness to satisfy assignment requirements. 1.4 Advise client or booking agency in a professional and timely manner of decision to accept or decline.
2. Respond to assignment	2.1 Record assignment details and review terms and conditions of engagement. 2.2 Resolve any queries and clarify procedures, including for payment. 2.3 Create and maintain records of assignment in accordance with good business practice.
3. Develop work plan	3.1 Identify factors that may affect assignment outcomes to determine planning needs. 3.2 Identify objectives and determine realistic time commitments and allocations. 3.3 Identify problems and seek assistance from client, specialist advisor, or peer network where necessary. 3.4 Organise activities within required timeframe and appropriate to type of assignment.
4. Review and evaluate work plan	4.1 Review preparation to confirm it addresses assignment requirements, and resolve outstanding issues. 4.2 Consider and implement adjustments to improve process and outcomes of future preparation.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

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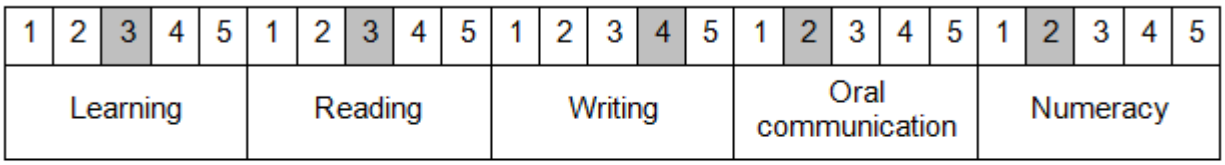
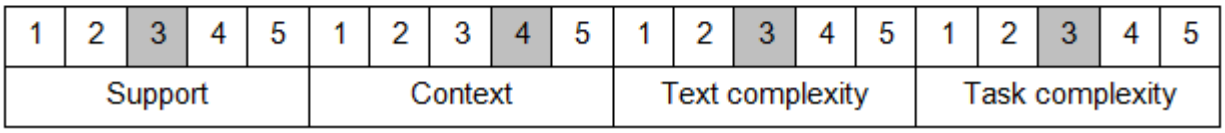
ACSF levels indicative of performance:



Performance variables:



Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPTIS003 Prepare to translate and interpret

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages.

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified, the candidate must demonstrate evidence of performance of the following for both a translation and an interpreting assignment for written languages, and for two interpreting assignments for spoken languages:

- analysing the demands of assignments
- confirming assignment requirements with clients and colleagues
- developing action and work plans
- using text, landline, mobile phone and email to establish and confirm assignment details

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified, the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- discourse mapping of interpreting assignments
- professional procedures and guidelines and business standards applicable to accepting, declining and planning for an assignment
- tools and equipment relevant to assignments, including commercial software used in assignments and office management
- WHS practices and procedures relevant to nature of assignment

Assessment Conditions

Evidence must include examples of work plans and discourse maps prepared for assignments.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPTIS004 Conduct career planning

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages.

Application

This unit describes the skills required to identify the scope and nature of work within the translating and interpreting sector. It describes the skills needed to identify work options, determine own skills and knowledge, establish professional connections or networks and develop a career plan.

The unit applies to emerging translators and interpreters seeking to plan their career.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and industry codes and standards for ethical translating and interpreting adhered to.

Those undertaking this unit would work independently using support resources as required, while performing specific tasks in a range of contexts.

No licensing, legislative or certification requirements apply to this unit at the time of publication.

Competency Field

Translating and interpreting

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the	Performance criteria describe the performance needed to

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essential outcomes	demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Identify scope and nature of work context	1.1 Identify main participants in sector. 1.2 Determine nature of work, current and future trends and potential impacts. 1.3 Identify avenues for exploring work opportunities. 1.4 Clarify skill and knowledge requirements for specific fields. 1.5 Identify relevant ethical codes, quality standards and employment conditions.
2. Conduct self-assessment	2.1 List own knowledge, experience and current and potential abilities in relation to specific fields. 2.2 Explore personal values and work preferences. 2.3 Prepare a profile that identifies personal attributes relevant to chosen career.
3. Investigate career options	3.1 Identify own career options and select preferred options. 3.2 Determine gaps in own skills and knowledge. 3.3 Investigate formal and informal training opportunities and language or skill development for selected options.
4. Develop an individual career plan	4.1 Identify strategies to develop required skills and knowledge. 4.2 Develop a career plan to implement strategies. 4.3 Review career plan with established practitioners.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	**4**	5	1	2	**3**	4	5	1	2	3	**4**	5	1	2	**3**	4	5	1	2	3	4	5
Learning					Reading					Writing					Oral communication					Numeracy NA					

Performance variables:

1	2	**3**	4	5	1	2	**3**	4	5	1	2	**3**	4	5	1	2	**3**	4	5
Support					Context					Text complexity					Task complexity				

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Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPTIS004 Conduct career planning

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages.

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified, the candidate must demonstrate evidence of performance of the following on at least one occasion.

- analysing strengths, weaknesses, opportunities, threats (SWOT)
- developing strategies for the management of own career
- participating in relevant industry and professional development networks, events or activities

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified, the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- roles of bilingual workers, translators and interpreters
- legal and policy context of translating and interpreting, including relevant federal and state government policies
- personal and professional goals and objectives
- personal values and preferences
- qualifications and credentials in language, translating and interpreting
- strategic approaches to career planning
- sources of information for support and advice on work and training options
- workforce trends, changing demographics and workforce skill needs

Assessment Conditions

Assessment of this unit of competency must include use of written assignments, journals or diaries.

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Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPTIS020 Analyse text types for translation of general purpose texts (LOTE-English)

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages.

Application

This unit describes the skills required to analyse a general purpose source text in one language, identify the text type, and apply the analysis in translation to another language.

This unit applies to those working as translators of general purpose texts, where there are limited equivalence problems between source and target text and limited requirement for research on the subject beyond client resources. General purpose texts are written in plain language and the language and concepts expressed in the text are accessible to the general public.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and industry codes and standards for ethical translating and interpreting adhered to.

Those undertaking this unit would work independently using support resources as required, while performing specific tasks in a range of contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Translating and interpreting

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Analyse source text	1.1 Assess structure and identify text type. 1.2 Identify devices and sequencing that achieve document objectives in the source text. 1.3 Review devices and sequencing in context of structure and content and confirm logic and correctness. 1.4 Identify culturally specific meaning.
2. Identify requirements of translation	2.1 Determine audience and purpose for translation. 2.2 Establish method and means of communication. 2.3 Determine requirements of target language text type documents. 2.4 Determine appropriate format and structure in target language.
3. Consider target text requirements	3.1 Consider translation options according to target text type document requirements and genre. 3.2 Identify appropriate language, considering suitability for audience, purpose, format and communication style. 3.3 Ensure content addresses cultural and social differences and idiolects. 3.4 Identify any problems with source document and seek advice from appropriate persons.
4. Apply analysis to translation	4.1 Apply requirements of the subject and cultural context to translation. 4.2 Apply recognised target language conventions, standards and formats to translation. 4.3 Produce written documents, applying basic design elements to text. 4.4 Ensure text type document objectives are achieved and requirements are met in target text.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

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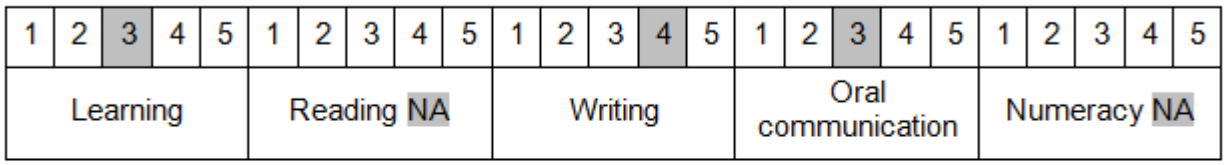
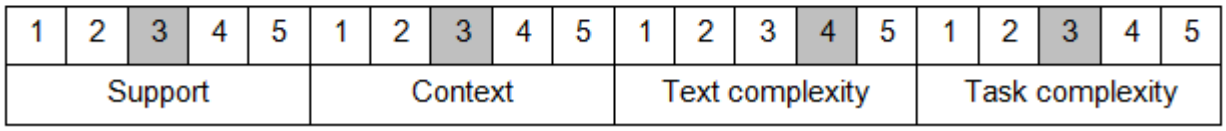
ACSF levels indicative of performance:



Performance variables:



Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Range of Conditions

General text types must include:	• news articles • routine correspondence • general informative and expository texts • simple instructive texts • simple reports

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPTIS020 Analyse text types for translation of general purpose texts (LOTE-English)

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages.

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified, the candidate must demonstrate evidence of performance of the following.

- comparing and contrasting features of specific text types in LOTE and English
- sequencing information appropriate to particular text types in LOTE and English
- analysing the following text types at least once each:
  - news articles
  - routine correspondence
  - general informative and expository texts
  - simple instructive texts
  - simple reports

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified, the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- characteristics, structure and format of specific text types in each of LOTE and English
- devices and techniques used to achieve objectives of specific text types in each of LOTE and English
- language, style and register of specific text types in each of LOTE and English
- purpose of particular text types and examples of each

Assessment Conditions

Assessment of this unit of competency must include demonstration in the context of translation.

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Consideration must be given to holistic assessment for this unit. Refer to advice in the Companion Volumes.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPTIS021 Translate and certify non-narrative texts

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages.

Application

This unit describes the skills required to translate non-narrative texts and certify translations of personal records and identifying information needed for legal purposes. Non-narrative texts are those that comprise lists of information, single answer data fields, or short factual sentences. Such texts may include menus, lists, personal records (birth, death, marriage), licences, educational and academic records, receipts, or medical reports.

This unit applies to those working as translators of general purpose texts.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and industry codes and standards for ethical translating and interpreting adhered to.

Those undertaking this unit would work independently using a range of support resources as required, while performing specific tasks in a range of contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Translating and interpreting

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe	Performance criteria describe the performance needed to demonstrate

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the essential outcomes	achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Produce draft translations	1.1 Receive and manage source texts according to principles of confidentiality and security and confirm text is legible, readable and complete. 1.2 Choose approach to translation suitable to purpose, including identifying information for extract translation as appropriate. 1.3 Critically apply resources to identify equivalence at level of word in the context of the nature of the source document. 1.4 Research and apply established translation precedents and information from resources to ensure consistent outcomes. 1.5 Produce draft translations of source texts that are accurate, coherent, factually correct, and appropriate for document end use and assignment requirements. 1.6 Record translation decisions and justification in glossaries.
2. Format and proofread translations	2.1 Develop template and use technology to format translated texts according to end use requirements. 2.2 Apply standard conventions to link source and target text. 2.3 Proofread formatted text closely, using standard methods to annotate proof corrections. 2.4 Submit draft translation to client for proofreading and approval and liaise to finalise translation.
3. Certify translations	3.1 Certify translation as required using standard methods. 3.2 Return final version of translated text and supporting documentation to client by deadline.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

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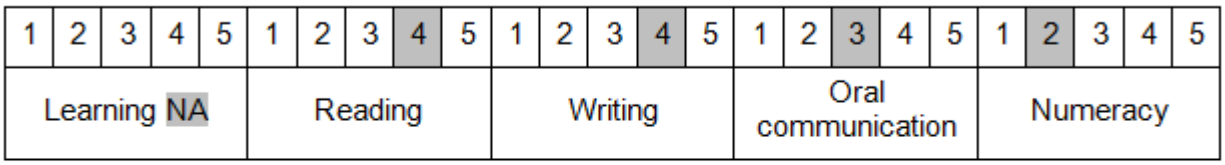
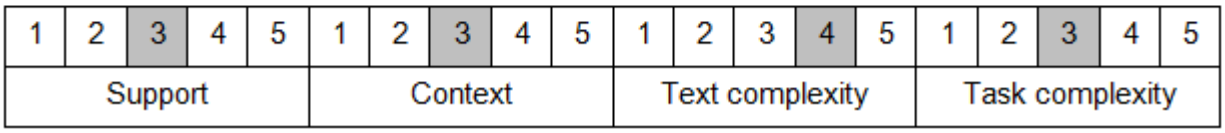
ACSF levels indicative of performance:



Performance variables:



Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPTIS021 Translate and certify non-narrative texts

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages.

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified, the candidate must demonstrate evidence of performance of the following on at least two occasions.

- achieve factual correctness, including at the level of tense, gender and singular or plural and number
- interpret and apply style guides, glossaries and reference material
- use consistent, correct and current target language vocabulary, including foreign loan words
- use idiomatic target language
- use punctuation appropriate to target language
- use spelling appropriate to audience

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified, the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- basic principles of affidavits
- certification procedures, including underpinning legal and ethical principles
- purpose and implications of translation, including identification function of drivers licences
- standard conventions linking source and target text

Assessment Conditions

Assessment of this unit of competency must illustrate diverse skills and strategies for translating and certifying non-narrative texts.

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Consideration must be given to holistic assessment for this unit. Refer to advice in the Companion Volumes.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPTIS022 Translate general purpose texts from English to LOTE

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPTIS505A Translate general purpose texts from English to LOTE. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 1.2, 1.3, 1.4 and 1.6 removed • PC 2.3, 2.4 removed • PC added to Element 3 • PC 5.3, 5.5 removed

Application

This unit describes the skills required to translate general purpose texts from English to a language other than English (LOTE). It identifies the skills needed to convey the purpose and use of the source information in functionally equivalent translated texts for a limited and known audience.

This unit applies to those working as translators of general purpose texts. General purpose texts are those intended to convey information to a limited and known audience. The text is written in plain language, and the language and concepts expressed are accessible to the general public. There are limited equivalence problems between source and target text and limited requirement for research on the subject beyond client resources.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and industry codes and standards for ethical translating and interpreting adhered to.

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Those undertaking this unit would work independently using support resources as required, while performing specific tasks in a range of familiar and unfamiliar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Translating and Interpreting

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Analyse English general purpose source texts	1.1 Receive and manage source texts according to client requirements and conditions and confirm they are complete and legible. 1.2 Analyse source texts to determine key elements and potential translation problems. 1.3 Choose approach to translation suitable to purpose and target audience.
2. Translate English source texts to draft texts in LOTE	2.1 Research and apply established translation precedents and information from resources to ensure consistent outcomes. 2.2 Analyse and adapt cultural and linguistic content of source texts as appropriate for document end use. 2.3 Produce draft translations of source texts that are accurate and coherent and appropriate for end use. 2.4 Record translation decisions and justification in glossary.
3. Check draft translations	3.1 Identify and correct errors, fidelity issues and unsupported translation decisions. 3.2 Check translations, correct errors and amend and improve target texts. 3.3 Critically evaluate consistency, accuracy and functional equivalence of translated text. 3.4 Submit draft translation and glossary to checking translator or subject advisor for review.
4. Revise translations	4.1 Assess and incorporate advice from checking translator and subject advisor. 4.2 Discuss and resolve outstanding issues with appropriate persons

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	as necessary. 4.3 Undertake further revision until target text is functionally equivalent to source text.
5. Finalise and evaluate translations	5.1 Use technology to format translated texts according to agreed client specifications and end use requirements. 5.2 Proofread formatted texts using standard methods to annotate proof corrections. 5.3 Submit final version of translated text and supporting documentation to clients.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning					Reading					Writing					Oral communication					Numeracy NA					

Performance variables:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to PSPTIS505A Translate general purpose texts from English to LOTE.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPTIS022 Translate general purpose texts from English to LOTE

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified, the candidate must demonstrate evidence of performance of the following on at least two occasions.

- using techniques to produce a functionally equivalent translation that is accurate and appropriate for the context, target audience and end use, including:
  - adaptation
  - contrastive analysis of meaning and language
  - equivalence at the level of discourse, pragmatics, syntax and word
  - grammatical function transposition
  - localisation
  - text manipulation to clarify meaning
- applying sound subject and context knowledge of the material being translated
- using relevant source language and research skills and the ability to critically apply resources, including glossaries, style guides and reference material
- using consistent register and style appropriate to end use
- using correct and idiomatic collocation, lexis and syntax
- using current and consistent vocabulary, including foreign loan words
- ensuring factual correctness, including at the level of tense, gender and singular or plural plain language
- using correct target language punctuation and paragraphing
- using spelling appropriate to audience
- using textual devices that create cohesion and coherence, including cohesive markers and substitution devices
- checking and correcting content and formatting of translated text for consistency and accuracy

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- using word processing and document management technology
- meeting time and contractual requirements

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- purpose and implications of translation, including types of translation defined in international standards
- translating theories and techniques relevant to assignments, including principles of:
  - formal and dynamic translation
  - literal and free translation
  - form based and meaning-based translation
  - direct and oblique translation
  - equivalence and functional equivalence

Assessment Conditions

Assessment of this unit of competency must include use of translation source and target texts, examples of research and glossaries, assignment experiences and examples of interactions with colleagues and clients that demonstrate diverse skills and strategies for translating general purpose texts from English to LOTE.

Consideration must be given to holistic assessment for this unit. Refer to advice in the Companion Volumes.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPTIS023 Translate general purpose texts from LOTE to English

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPTIS513A Translate general purpose texts from LOTE to English. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 1.2, 1.3, 1.4, and 1.6 removed • PC 2.3 removed • PC 2.3 and 3.3 revised • All re-ordered • Added PC 3.4. PC 5.3, 5.4 • 5.5 removed

Application

This unit describes the skills required to translate general purpose texts from another language (LOTE) to English. It identifies the skills needed to convey the purpose and use of the source information in functionally equivalent translated texts for a limited and known audience.

This unit applies to those working as translators of general purpose texts. General purpose texts are those intended to convey information to a limited and known audience. The text is written in plain language, and the language and concepts expressed are accessible to the general public. There are limited equivalence problems between source and target text and limited requirement for research on the subject beyond client resources.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and industry codes and standards for ethical translating and interpreting adhered to.

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Those undertaking this unit would work independently using a range of support resources as required, while performing complex tasks in a range of contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Translating and interpreting

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Analyse LOTE general purpose source texts	1.1 Receive and manage source texts according to client requirements and conditions and confirm that they are complete and legible. 1.2 Analyse source texts to determine key elements and potential translation problems. 1.3 Choose approach to translation suitable to target audience and purpose of translation.
2. Translate LOTE source texts to draft texts in English	2.1 Research and apply established translation precedents and information from resources to ensure consistent outcomes. 2.2 Analyse and adapt cultural and linguistic content of source texts as appropriate for document end use. 2.3 Produce draft translations of source texts that are accurate and coherent and appropriate for end use. 2.4 Record translation decisions and justification in glossary.
3. Check draft translations	3.1 Identify and correct errors, fidelity issues and unsupported translation decisions. 3.2 Check translations, correct errors and amend and improve target texts. 3.3 Critically evaluate consistency, accuracy and functional equivalence of translated text. 3.4 Submit draft translation and glossary to checking translator or subject advisor for review.

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4. Revise translations	4.1 Assess and incorporate advice from checking translator and subject advisor. 4.2 Discuss and resolve outstanding issues with appropriate persons as necessary. 4.3 Undertake further revision until target text is functionally equivalent to source text.
5. Finalise and evaluate translations	5.1 Use technology to format translated texts according to agreed specifications and end use requirements. 5.2 Proofread formatted texts using standard methods to annotate proof corrections. 5.3 Submit final version of translated text and supporting documentation to clients.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPTIS513A Translate general purpose texts from LOTE to English.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPTIS023 Translate general purpose texts from LOTE to English

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified, the candidate must demonstrate evidence of performance of the following on at least two occasions.

- using techniques to produce a functionally equivalent translation that is accurate and appropriate for the context, target audience and end use, including:
  - adaptation
  - contrastive analysis of meaning and language
  - equivalence at the level of discourse, pragmatics, syntax and word
  - grammatical function transposition
  - localisation
  - text manipulation to clarify meaning
- applying sound subject and context knowledge of the material being translated
- using relevant source language and research skills and the ability to critically apply resources, including glossaries, style guides and reference material
- using consistent register and style appropriate to end use
- using correct and idiomatic collocation, lexis and syntax
- using current and consistent vocabulary, including foreign loan words
- ensuring factual correctness, including at the level of tense, gender and singular or plural plain language
- using target language punctuation and paragraphing
- using spelling appropriate to audience
- using textual devices that create cohesion and coherence, including cohesive markers and substitution devices
- checking and correcting content and formatting of translated text for consistency and accuracy

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- using word processing and document management technology
- meeting time and contractual requirements

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified, the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- purpose and implications of translation, including types of translation defined in international standards
- translating theories and techniques relevant to assignments, including principles of:
  - formal and dynamic translation
  - literal and free translation
  - form based and meaning-based translation
  - direct and oblique translation
  - equivalence and functional equivalence

Assessment Conditions

Assessment of this unit of competency must include use of translation source and target texts, examples of research and glossaries, assignment experiences and examples of interactions with colleagues and clients that demonstrate diverse skills and strategies for translating general purpose texts from LOTE to English.

Consideration must be given to holistic assessment for this unit. Refer to advice in the Companion Volumes.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPTIS024 Read and analyse general purpose LOTE texts to be translated

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages.

Application

This unit describes the skills required to read and analyse a written message in a general purpose LOTE text for the purpose of later transfer to English. It requires identifying the key linguistic, cultural, societal and situational elements to be conveyed in the future language transfer process.

General purpose texts are those intended to convey information to a limited and known audience. The text is written in plain language, and the language and concepts expressed are accessible to the general public. There are limited equivalence problems between source and target text and limited requirement for research on the subject beyond client resources.

This unit applies to those working as translators of texts in any language.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and industry codes and standards for ethical translating and interpreting adhered to.

Those undertaking this unit would work independently using support resources as required, while performing specific tasks in a range of contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Translating and interpreting

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Identify translating requirements and expectations of audience	1.1 Identify source, context and purpose of text, determining specific requirements and regional or specialist aspects. 1.2 Identify audience for translated text and confirm that translation requirements and expectations match those of client. 1.3 Identify social and cultural issues and plan solutions relevant to translation task.
2. Analyse language of source text	2.1 Identify source LOTE, including register and style. 2.2 Confirm and review resources to aid in understanding unfamiliar language. 2.3 Build, use and maintain assignment-specific glossary. 2.4 Recognise idiomatic and metaphorical expressions and foreign loan words in source language. 2.5 Analyse language and writing conventions, determining use of terminology and language.
3. Analyse grammar and cohesion of source text	3.1 Analyse function of source language punctuation and determine semantic and syntactic structure. 3.2 Apply subject and context knowledge to analysis, sourcing further assistance where required. 3.3 Paraphrase text to check plausibility of comprehension. 3.4 Restructure text as necessary to clarify meaning.
4. Resolve difficulties	4.1 Identify deficient source text and discuss with appropriate persons. 4.2 Suggest solutions and reformulate text as agreed for effective translation. 4.3 Use a range of techniques and resources to address and resolve difficulties identified.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

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Unit Mapping Information

No equivalent unit.

Links

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Assessment Requirements for PSPTIS024 Read and analyse general purpose LOTE texts to be translated

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages.

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified, the candidate must demonstrate evidence of performance of the following on at least two occasions.

- identifying the key linguistic, cultural, societal and situational elements in the source text
- analysing source text language and writing conventions for meaning, including:
  - acronyms and eponyms
  - cause and effect relationships
  - cohesive and substitution devices
  - function of words and grammatical elements
  - idioms and idiomatic expressions
  - metaphor and simile
  - punctuation
  - register and style
  - terminology and jargon

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified, the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- cultural knowledge to identify inherent cultural and socio-cultural concepts
- language structure, metaphors and idioms in source language
- techniques to parse sentences
- subject specialist area and culture-specific knowledge relevant to topic of translation

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Assessment Conditions

Assessment of this unit of competency must include use of translation source and target texts, examples of research and glossaries, and assignment experiences that illustrate diverse skills and strategies for analysing general purpose texts to be translated.

Consideration must be given to holistic assessment for this unit. Refer to advice in the Companion Volumes.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPTIS025 Read and analyse general purpose English texts to be translated

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages.

Application

This unit describes the skills required to read and analyse a written message in a general purpose English text for the purpose of later transfer to a language other than English (LOTE). It requires identifying the key linguistic, cultural, societal and situational elements to be conveyed in the future language transfer process.

General purpose texts are those intended to convey information to a limited and known audience. The text is written in plain language, and the language and concepts expressed are accessible to the general public. There are limited equivalence problems between source and target text and limited requirement for research on the subject beyond client resources.

This unit applies to those working as translators of texts in any language.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and industry codes and standards for ethical translating and interpreting adhered to.

Those undertaking this unit would work independently using support resources as required, while performing specific tasks in a range of contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Translating and interpreting

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Identify translating requirements and expectations of audience	1.1 Identify source, context and purpose of text, determining specific requirements and regional or specialist aspects. 1.2 Identify audience for translated text and confirm that translation requirements and expectations match those of client. 1.3 Identify social and cultural issues and plan solutions relevant to translation task.
2. Analyse language of source text	2.1 Identify source text register and style. 2.2 Confirm and review resources to aid in understanding unfamiliar language. 2.3 Build, use and maintain assignment-specific glossary. 2.4 Recognise idiomatic and metaphorical expressions and foreign loan words in source text. 2.5 Analyse language and writing conventions, determining use of terminology and language.
3. Analyse grammar and cohesion of source text	3.1 Analyse function of English punctuation and determine semantic and syntactic structure. 3.2 Apply subject and context knowledge to analysis, sourcing further assistance where required. 3.3 Paraphrase text to check plausibility of comprehension. 3.4 Restructure text as necessary to clarify meaning.
4. Resolve difficulties	4.1 Identify deficient source text and discuss with appropriate persons. 4.2 Suggest solutions and reformulate text as agreed for effective translation. 4.3 Use a range of techniques and resources to address and resolve difficulties identified.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

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Unit Mapping Information

No equivalent unit.

Links

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Assessment Requirements for PSPTIS025 Read and analyse general purpose English texts to be translated

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages.

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified, the candidate must demonstrate evidence of performance of the following on at least two occasions.

- identifying the key linguistic, cultural, societal and situational elements in the source text
- analysing source text language and writing conventions for meaning, including:
  - acronyms and eponyms
  - cause and effect relationships
  - cohesive and substitution devices
  - function of words and grammatical elements
  - idioms and idiomatic expressions
  - metaphor and simile
  - punctuation
  - register and style
  - terminology and jargon

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified, the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- cultural knowledge to identify inherent cultural and socio-cultural concepts
- language structure, metaphors and idioms in source language
- techniques to parse sentences
- subject specialist area and culture-specific knowledge relevant to topic of translation

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Assessment Conditions

Assessment of this unit of competency must include use of translation source texts, examples of research and glossaries, and assignment experiences that illustrate diverse skills and strategies for analysing general purpose texts to be translated.

Consideration must be given to holistic assessment for this unit. Refer to advice in the Companion Volumes.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPTIS026 Demonstrate routine written LOTE proficiency in different subjects and cultural contexts

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages.

Application

This unit describes the skills required to read and write routine information in a language other than English (LOTE) to meet the written language and communication needs of translating general purpose texts. It covers reading of a range of documents and writing routine documents, including letters and brief reports.

General purpose texts are those intended to convey information to a limited and known audience. The text is written in plain language, and the language and concepts expressed are accessible to the general public. There are limited equivalence problems between source and target text and limited requirement for research on the subject beyond client resources.

This unit applies to those working as translators in a range of fields and contexts.

There is no direct parity with any formal language proficiency ratings or assessment framework, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 3.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and industry codes and standards for ethical translating and interpreting adhered to.

Those undertaking this unit would work independently using support resources as required, while performing specific tasks in a range of contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Translating and interpreting

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Read and understand routine documents	1.1 Scan documents and confirm they are complete and legible. 1.2 Identify main ideas, key facts and requirements. 1.3 Interpret any accompanying visual information to support comprehension. 1.4 Identify document tone and purpose.
2. Write routine documents	2.1 Prepare routine documents using key words, phrases, simple sentences and visual aids as required. 2.2 Clearly and accurately convey main ideas, facts and details in written text. 2.3 Provide clear written directions and instructions in a logical order. 2.4 Support written communication with use of appropriately sequenced LOTE expressions and sentences. 2.5 Adhere to workplace and cultural conventions and protocols when preparing written documents. 2.6 Provide written responses to documents in an appropriate format and tone.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

No equivalent unit.

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Links

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Assessment Requirements for PSPTIS026 Demonstrate routine written LOTE proficiency in different subjects and cultural contexts

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages.

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified, the candidate must demonstrate evidence of performance of the following on at least two occasions.

- understanding meaning with reasonable accuracy when reading LOTE texts related to straightforward, everyday situations
- using LOTE writing skills to communicate meaning effectively in routine documents (some errors may occur in writing, provided facts are not distorted and meaning is clear), including:
  - providing factual information
  - responding to requests for general assistance

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified, the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- grammar, spelling and punctuation conventions
- features specific to the language, including vocabulary and sentence structure
- vocabulary required to support specific workplace activities

Assessment Conditions

Assessment of this unit of competency must require the candidate to read and write routine documents in a LOTE.

Consideration must be given to holistic assessment for this unit. Refer to advice in the Companion Volumes.

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Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPTIS027 Demonstrate routine written English proficiency in different subjects and cultural contexts

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages.

Application

This unit describes the skills required to read and write routine information in English to meet the written language and communication needs of translating general purpose texts. It covers reading of a range of documents and writing routine documents, including letters and brief reports.

General purpose texts are those intended to convey information to a limited and known audience. The text is written in plain language, and the language and concepts expressed are accessible to the general public. There are limited equivalence problems between source and target text and limited requirement for research on the subject beyond client resources.

This unit applies to those working as translators in a range of fields and contexts.

There is no direct parity with any formal language proficiency ratings or assessment framework, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 3.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and industry codes and standards for ethical translating and interpreting adhered to.

Those undertaking this unit would work independently using support resources as required, while performing specific tasks in a range of contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Translating and interpreting

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Read and understand routine documents	1.1 Scan documents and confirm they are complete and legible. 1.2 Identify main ideas, key facts and requirements. 1.3 Interpret any accompanying visual information to support comprehension. 1.4 Identify document tone and purpose.
2. Write routine documents	2.1 Prepare routine documents using key words, phrases, simple sentences and visual aids as required. 2.2 Clearly and accurately convey main ideas, facts and details in written text. 2.3 Provide clear written directions and instructions in a logical order. 2.4 Support written communication with use of appropriately sequenced English expressions and sentences. 2.5 Adhere to workplace and cultural conventions and protocols when preparing written documents. 2.6 Provide written responses to documents in an appropriate format and tone.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

No equivalent unit.

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Links

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Assessment Requirements for PSPTIS027 Demonstrate routine written English proficiency in different subjects and cultural contexts

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages.

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified, the candidate must demonstrate evidence of performance of the following on at least two occasions.

- understanding meaning with reasonable accuracy when reading English texts related to straightforward, everyday situations
- using English writing skills to communicate meaning effectively in routine documents (some errors may occur in writing, provided facts are not distorted and meaning is clear), including:
  - providing factual information
  - responding to requests for general assistance

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified, the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- grammar, spelling and punctuation conventions
- features specific to the language, including vocabulary and sentence structure
- vocabulary required to support specific workplace activities

Assessment Conditions

Assessment of this unit of competency must require the candidate to read and write routine documents in English.

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Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Consideration must be given to holistic assessment for this unit. Refer to advice in the Companion Volumes.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPTIS040 Interpret in general dialogue settings (LOTE-English)

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPTIS506A Interpret in general dialogue settings (LOTE). • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • Removed PC 1.2, 1.3, 1.4, and 1.6 • PC 2.3 removed, PC 2.3 revised • PC 3.3 revised • All re-ordered • Added PC 3.4. PC 5.3, 5.4 • 5.5 removed

Application

This unit describes the skills required to interpret from a source language to a target language in general dialogue settings, preserving the communicative intent of the source language. The unit requires the ability to use a range of techniques to assist in the message transfer process and to address problems in delivery.

An interpreter in the dialogue setting is required to interpret between two languages in both directions. General settings are those in which context is broad and routine, the content or complexity of the situation can usually be predicted and planned for, and there are opportunities for error correction. There are typically only two participants, to whom the interpreter has physical and visual access. The physical elements of the setting permit the interpreter to manage the discourse to ensure that utterances are suitable for retention and recall. Miscommunication or consequences of errors in communicative intent that may occur in this setting are readily managed through consultation and preparation.

This unit applies to those working as interpreters in consecutive and simultaneous (in the case of Auslan) modes, either alone, collaboratively, in tandem, or as part of a team.

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The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and industry codes and standards for ethical translating and interpreting adhered to.

Those undertaking this unit would work independently while performing complex tasks in a range of familiar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Translating and interpreting

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1 Receive and analyse source message	1.1 Establish dialogue protocols with participants to facilitate communication dynamics and outcomes, and seek or provide clarification where required. 1.2 Attend actively to source utterance, and identify and address factors affecting communication flow. 1.3 Identify relationships between structure, verbal and non-verbal language, and identify cultural and other factors affecting meaning. 1.4 Identify and address issues of understanding or recall in a manner that does not compromise effective delivery.
2 Transfer message to target language	2.1 Prepare to transfer communicative intent of utterance into target language using techniques to ensure impartial delivery. 2.2 Reproduce message, maintaining its logical sequence and communicative intent. 2.3 Identify and address issues in message transfer promptly and according to established techniques. 2.4 Maintain flow of communication and manage

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	discourse. 2.5 Monitor interpreting process to identify when it is necessary to seek assistance or withdraw from assignment.
3 Evaluate interpreting performance	3.1 Evaluate performance in line with issues encountered, assignment requirements and code of ethics. 3.2 Determine personal impact of assignment and identify need for debriefing and counselling. 3.3 Document strategies to improve future work practices.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	**4**	5	1	2	3	4	5	1	2	**3**	4	5	1	2	3	**4**	5	1	2	3	4	5
Learning					Reading **NA**					Writing					Oral communication					Numeracy **NA**					

Performance variables:

1	2	**3**	4	5	1	2	**3**	4	5	1	2	3	**4**	5	1	2	3	**4**	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to PSPTIS506A Interpret in general dialogue settings (LOTE).

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPTIS040 Interpret in general dialogue settings (LOTE-English)

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified, the candidate must demonstrate evidence of performance of the following on at least two occasions.

- using interpreting skills to achieve competent message transfer, including:
  - managing equivalence in message transfer
  - including non-verbal clues in message transfer
  - reproducing factually and linguistically accurate content
  - adapting embedded cultural concepts for correct message transfer
  - using basic strategies to retain and recall messages
  - using technical, language and basic discourse management skills to ensure cohesive and faithful transfer of messages
- using language skills to achieve competent performance, including:
  - applying correct structures, grammar and syntax to achieve coherent delivery
  - using clear pronunciation
  - using correct common idiom, collocations and slang
  - recognising and using diverse general and context-specific registers
  - recognising common metaphors and similes and implied meaning
  - using vocabulary based on general knowledge and specific to context

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified, the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

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- basic strategies to assist retention of information and recall of source messages
- concepts of meaning-based message transfer
- communication techniques that facilitate interpreting process
- cultural knowledge, including cross-cultural perspective of communication and behaviour to:
  - determine cultural concepts and cues embedded in language
  - transfer cultural concepts without compromising communicative intent of source

Assessment Conditions

Assessment of this unit of competency must include experiences and examples of interactions between interpreters and clients that demonstrate diverse skills and strategies for interpreting in general dialogue settings.

Consideration must be given to holistic assessment for this unit. Refer to advice in the Companion Volumes.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPTIS041 Interpret in general monologue settings (LOTE-English)

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPTIS509A Interpret in general monologue settings (LOTE). • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • Element 1 PC 1.1 removed • All others revised • PC 2.2 split into two • Other PC re-ordered

Application

This unit describes the skills required to interpret from a source language to a target language in general monologue settings, preserving the communicative intent of the source language.

An interpreter in the general monologue setting is required to interpret in one language direction, from source to target language. General settings are those in which context is broad and routine, the content or complexity of the situation can usually be predicted and planned for, and there are opportunities for error correction. There are typically only a few participants, to whom the interpreter has physical and visual access. The physical elements of the setting permit the interpreter some ability to manage the discourse to ensure that utterances are suitable for retention and recall. Miscommunication or consequences of errors in communicative intent that may occur in this setting are readily managed through consultation and preparation.

This unit applies to those working as interpreters in consecutive and simultaneous (in the case of Auslan) modes, either alone, collaboratively, in tandem, or as part of a team.

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The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and industry codes and standards for ethical translating and interpreting adhered to.

Those undertaking this unit would work independently, or in a team while performing specific tasks in a range of familiar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Translating and interpreting

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1 Receive and analyse source message	1.1 Attend actively to source utterance, and identify and adjust physical position to optimise sound reception and visual cues. 1.2 Anticipate purpose and intent and strategies being used by the source to develop ideas. 1.3 Identify and retain key information using mnemonic strategies. 1.4 Identify structure, relationships between verbal and non-verbal language, and cultural and other factors affecting meaning. 1.5 Identify and address issues of understanding or recall in a manner that does not compromise effective delivery.
2 Transfer message to target language	2.1 Recall information from notes or memory. 2.2 Recognise and address issues in message transfer associated with the setting, language and concepts. 2.3 Deliver interpreting effectively, appropriate to audience and setting, without undue delay. 2.4 Use techniques to transfer the communicative intent and reflect the characteristics of the source. 2.5 Monitor interpreting process to identify when it is necessary to seek assistance or withdraw from assignment.
3 Evaluate interpreting	3.1 Evaluate performance in line with issues encountered, assignment

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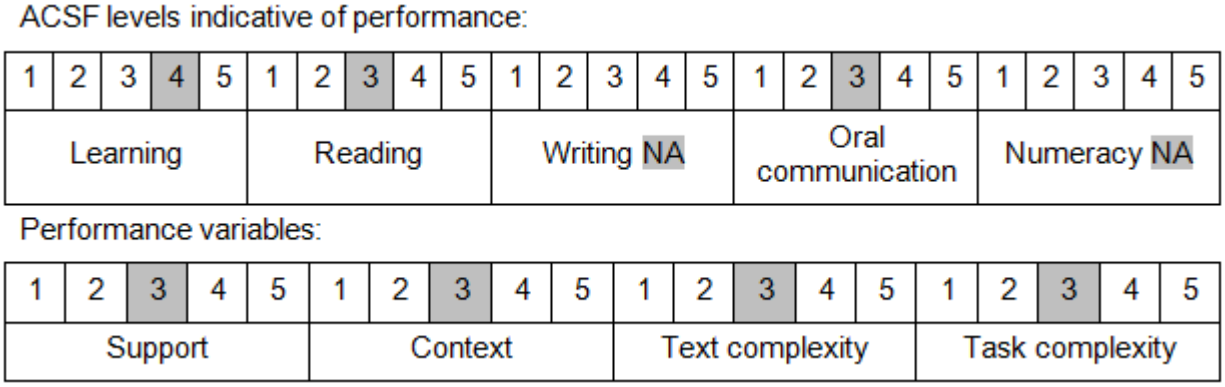
performance	requirements and code of ethics. 3.2 Determine personal impact of assignment and identify need for debriefing and counselling. 3.3 Consider process improvement strategies.

Foundation Skills

foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the English language performance levels indicated for successful attainment of the unit.



Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to PSPTIS509A Interpret in general monologue settings (LOTE).

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPTIS041 Interpret in general monologue settings (LOTE-English)

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified, the candidate must demonstrate evidence of performance of the following on at least two occasions.

- using effective rhetorical techniques and methods to reflect the intention of the source
- using interpreting skills to achieve competent message transfer, including:
  - adapting embedded cultural concepts for correct message transfer
  - including non-verbal cues in message transfer
  - managing equivalence in message transfer
  - reproducing factually and linguistically accurate content
  - using basic strategies to retain and recall messages
  - using technical, language, research and basic public speaking skills to ensure cohesive and faithful delivery of messages
- using language skills to achieve competent performance, including:
  - applying correct structures, grammar and syntax to achieve coherent delivery
  - clear pronunciation
  - use of correct common idiom, collocations and slang
  - recognition and use of diverse general and context-specific registers
  - recognition of common metaphors and similes and implied meaning
  - vocabulary based on general knowledge and specific to context

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Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified, the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- concepts of meaning-based message transfer
- communication techniques that facilitate interpreting process
- cultural knowledge, including cross-cultural perspective of communication and behaviour to:
  - determine cultural concepts and cues embedded in language
  - transfer cultural concepts without compromising communicative intent of source
- basic strategies to assist retention of information and recall of source messages

Assessment Conditions

Assessment of this unit of competency must include demonstration of interpreting in each language direction. Assessment must include experiences and examples of interactions between interpreters and clients that demonstrate diverse skills and strategies for interpreting in general monologue settings.

Consideration must be given to holistic assessment for this unit. Refer to advice in the Companion Volumes.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPTIS042 Manage discourses in general settings

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPTIS507A Manage discourses in general settings. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • Element 1 revised and PC re-ordered • Element 2 revised • PC 2.2 revised • 2.3 removed • Element 3 PC re-ordered • Element 4 revised • PC 4.1-4.4 revised • 4.6 removed

Application

This unit describes the skills required to manage the physical setting and pace of discourses in general settings. It requires knowledge of the nature and structure of general interpersonal and institutional dynamics and the ability to recognise personal and professional limitations and seek assistance from appropriate persons.

This unit applies to those working as interpreters in a range of general settings for a variety of purposes. General settings are those in which the context is broad and routine, the content or complexity of the situation can usually be predicted and planned for, and there are opportunities for error correction. There are typically few, or only two, participants, to whom the interpreter has physical and visual access. The physical elements of the setting permit the interpreter opportunities to manage the discourse to ensure that utterances are suitable for retention and recall. Miscommunication or consequences of errors in communicative intent that may occur in this setting are readily managed through consultation and preparation.

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The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and industry codes and standards for ethical translating and interpreting adhered to.

Those undertaking this unit would work independently using support resources as required, while performing specific tasks in a range of familiar and unfamiliar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Translating and interpreting

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Set up discourse	1.1 Establish assignment requirements with clients. 1.2 Identify factors that may compromise interpreter effectiveness. 1.3 Arrange work environment to assist performance and ensure interpreter safety, comfort and effectiveness.
2. Agree process	2.1 Confirm relationships between and with participants according to established interpreting protocols. 2.2 Explain the role of the interpreter and identify areas requiring further clarification.
3. Manage flow of communication	3.1 Assess participant attributes and use appropriate communication style. 3.2 Advise speakers on length, pace and mode of delivery in a professional and courteous manner. 3.3 Address problems affecting communication flow.
4. Monitor and maintain message transfer	4.1 Monitor and identify miscommunications 4.2 Seek and provide clarification where required. 4.3 Identify personal and professional limitations in managing discourses and take necessary steps to remediate these. 4.4 Seek assistance from appropriate persons in challenging situations to manage discourse breakdown and restore

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	communication.
5. Evaluate discourse management	5.1 Seek and analyse feedback on discourse and evaluate effectiveness of performance. 5.2 Take advice on issues and solutions and explore and develop strategies to improve practice.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the English language performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning					Reading					Writing NA					Oral communication					Numeracy NA					

Performance variables:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to PSPTIS507A Manage discourses in general settings.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPTIS042 Manage discourses in general settings

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified, the candidate must demonstrate evidence of performance of the following on at least two occasions.

- applying code of conduct to work processes
- using problem solving skills to assess barriers to effective communication
- supporting parties to understand and reach agreement on the interpreting process
- deflecting pressure from other parties to perform duties other than interpreting
- seeking debriefing and support where required

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified, the depth of knowledge demonstrated must be appropriate to the job context of the candidate

- factors that may impact interpreting in general settings, including barriers to communication
- communication techniques that facilitate communication flow and discourse management
- culture-specific knowledge to arrange work environment and confirm relationships between and with parties
- strategies and techniques for working with people with special communication needs
- relevant professional standards and codes
- limitations of work role, responsibility and professional abilities
- nature and structure of interpersonal and institutional dynamics
- WHS and risk management practices and procedures relevant to nature of assignment

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Assessment Conditions

Assessment of this unit of competency must include use of scenarios, case studies, experiences and examples of interactions with colleagues and clients that demonstrate diverse skills and strategies for managing discourses in general settings.

Consideration must be given to holistic assessment for this unit. Refer to advice in the Companion Volumes.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPTIS043 Use routine subject matter terminology in interpreting (LOTE-English)

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages.

Application

This unit describes the skills required to understand and use terminology from specific subject areas in English and a LOTE sufficient to interpret between the two languages in general dialogue or monologue settings in those subject areas.

This unit applies to those working as interpreters in a range of contexts.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and industry codes and standards for ethical translating and interpreting adhered to.

Those undertaking this unit would work independently using support resources as required, while performing specific tasks in a range of contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Translating and interpreting

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used,

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outcomes	further information is detailed in the range of conditions section.
1. Identify the context of the terminology	1.1 Identify key features of the subject area, including key people and institutions. 1.2 Identify standard procedures specific to communication in the subject area context. 1.3 Discuss the role and responsibility of interpreters and others in the subject area contexts. 1.4 Identify social, cultural and professional conventions of English and LOTE appropriate to the subject area contexts.
2. Develop understanding of the subject area	2.1 Research and develop knowledge of the subject area terminology in English and LOTE. 2.2 Pronounce general terminology from the subject area correctly.
3. Use appropriate oral or signed communication in interpreting	3.1 Receive and understand oral or signed communication using English and LOTE subject area terminology. 3.2 Seek advice from appropriate persons as necessary to clarify correct use and meaning of terms and associated processes. 3.3 Use general English and LOTE subject area terminology correctly in interpreting. 3.4 Use prosodic features, gestures and body language appropriate to the subject area context.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning NA					Reading					Writing NA					Oral communication					Numeracy NA				

Performance variables:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

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Range of Conditions

Basic subject areas must include at least five of:	• government and elections • education • environment • immigration and settlement • money matters • social welfare • tourism and events

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPTIS043 Use routine subject matter terminology in interpreting (LOTE-English)

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages.

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified, the candidate must demonstrate evidence of performance of the following on at least one occasion.

- using social, cultural and professional conventions applicable to the languages being used in subject area contexts, including:
  - customs, protocols and taboos
  - dialect, idiom, colloquialisms and language conventions
  - social conventions and consistent use of forms of address
- using terminology in at least five of the following subject areas:
  - government and elections
  - education
  - environment
  - immigration and settlement
  - money matters
  - social welfare
  - tourism and events

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified, the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- basic principles of the subject area
- information sources for increasing subject area knowledge and terminology
- WHS relevant to working in subject area contexts

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Assessment Conditions

Assessment of this unit of competency must include use of scenarios, case studies and experiences. Practical assessment must take place in the context of real or simulated interpreting.

Consideration must be given to holistic assessment for this unit. Refer to advice in the Companion Volumes.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPTIS044 Demonstrate routine LOTE proficiency in different subjects and cultural contexts

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages.

Application

This unit describes the skills required to conduct predictable and non-routine, varied communications, transactions and interactions in a language other than English (LOTE), to meet the oral language and communication needs of interpreting in general settings. It involves conversing with others, providing detailed information and advice, responding to unpredictable situations and conducting negotiations at a functional level.

This unit applies to those working as interpreters in a range of fields or contexts.

There is no direct parity with any formal language proficiency ratings or assessment framework, but this unit broadly relates to International Second Language Proficiency Rating (ISLPR) 3.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and industry codes and standards for ethical translating and interpreting adhered to.

Those undertaking this unit would work independently using support resources as required, while performing specific tasks in a range of contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Translating and interpreting

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Converse with others	1.1 Use techniques to extend interactions with others. 1.2 Seek and offer additional information and assistance to support quality of communication and service. 1.3 Support communication with comments on topical familiar matters, workplace business and events. 1.4 Use non-verbal communication to convey an acceptance of and sensitivity towards others.
2. Provide detailed information and advice	2.1 Identify need for detailed information and advice. 2.2 Convey detailed information and advice using narrative and descriptive statements. 2.3 Repeat, paraphrase and clarify communications to avoid misunderstanding and to explain difficult points. 2.4 Use workplace documents, materials and other references to support explanations as required.
3. Respond to unpredictable situations and problems	3.1 Identify key facts of problems and facilitate solutions through open communication with relevant people. 3.2 Provide appropriate advice in response to requests, unpredictable situations and problems. 3.3 Convey appropriate apologies and expressions of regret as required.
4. Negotiate a simple agreement	4.1 Exchange key information and reach agreement on details. 4.2 Provide appropriate explanations about products and services. 4.3 Achieve mutual understanding and agreement.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

No equivalent unit.

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPTIS044 Demonstrate routine LOTE proficiency in different subjects and cultural contexts

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages.

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified, the candidate must demonstrate evidence of performance of the following on at least two occasions.

- using communication skills in a LOTE to:
  - establish rapport
  - interact positively and courteously in varied interactive workplace communications
  - question about needs and preferences
  - use diverse, effective non-verbal communication skills

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified, the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- aspects of verbal and non-verbal communication that support effective negotiation and interaction in the LOTE being assessed
- applications of social, business and cultural conventions specific to the LOTE being assessed, including:
  - consistent use of forms of address
  - customs, protocols and taboos
  - dialect, idiom, colloquialisms and language conventions

Assessment Conditions

Assessment of this unit of competency must require the candidate to participate in signed or spoken LOTE transactions.

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Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Consideration must be given to holistic assessment for this unit. Refer to advice in the Companion Volumes.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPTIS045 Demonstrate routine English proficiency in different subjects and cultural contexts

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages.

Application

This unit describes the skills required to conduct predictable and non-routine, varied communications, transactions and interactions in English, to meet the oral language and communication needs of interpreting in general settings. It involves conversing with others, providing detailed information and advice, responding to unpredictable situations and conducting negotiations at a functional level.

This unit applies to those working as interpreters in a range of fields or contexts.

There is no direct parity with any formal language proficiency ratings or assessment framework, but this unit broadly relates to International Second Language Proficiency Rating (ISLPR) 3.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and industry codes and standards for ethical translating and interpreting adhered to.

Those undertaking this unit would work independently using support resources as required, while performing specific tasks in a range of contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Translating and interpreting

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Converse with others	1.1 Use techniques to extend interactions with others. 1.2 Seek and offer additional information and assistance to support quality of communication and service. 1.3 Support communication with comments on topical familiar matters, workplace business and events. 1.4 Use non-verbal communication to convey an acceptance of and sensitivity towards others.
2. Provide detailed information and advice	2.1 Identify need for detailed information and advice. 2.2 Convey detailed information and advice using narrative and descriptive statements. 2.3 Repeat, paraphrase and clarify communications to avoid misunderstanding and to explain difficult points. 2.4 Use workplace documents, materials and other references to support explanations as required.
3. Respond to unpredictable situations and problems	3.1 Identify key facts of problems and facilitate solutions through open communication with relevant people. 3.2 Provide appropriate advice in response to requests, unpredictable situations and problems. 3.3 Convey appropriate apologies and expressions of regret as required.
4. Negotiate a simple agreement	4.1 Exchange key information and reach agreement on details. 4.2 Provide appropriate explanations about products and services. 4.3 Achieve mutual understanding and agreement.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

No equivalent unit.

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPTIS045 Demonstrate routine English proficiency in different subjects and cultural contexts

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages.

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified, the candidate must demonstrate evidence of performance of the following on at least two occasions.

- using communication skills in English to:
  - establish rapport
  - interact positively and courteously in varied interactive workplace communications
  - question about needs and preferences
  - use diverse, effective non-verbal communication skills

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified, the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- aspects of verbal and non-verbal communication that support effective negotiation and interaction in the language being assessed
- applications of English language social, business and cultural, including:
  - consistent use of forms of address
  - customs, protocols and taboos
  - dialect, idiom, colloquialisms and language conventions

Assessment Conditions

Assessment of this unit of competency must require the candidate to participate in signed or spoken transactions in English.

Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

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Consideration must be given to holistic assessment for this unit. Refer to advice in the Companion Volumes.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPTIS046 Use routine education terminology in interpreting (LOTE-English)

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages.

Application

This unit describes the skills required to understand and use routine education terminology in English and LOTE sufficient to interpret between the two languages in general dialogue or monologue settings in educational contexts.

This unit applies to those working as interpreters in a range of educational, training and children's services contexts. The interpreter may be required to interact with students and their families, principals, teachers, administrators and pastoral care staff.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and the industry codes and standards for ethical translating and interpreting adhered to.

Those undertaking this unit would work independently using support resources as required, while performing routine tasks in a range of educational contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Translating and interpreting

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Identify the context of educational terminology	1.1 Identify key features of the education and training system, including key people and institutions. 1.2 Describe standard procedures specific to communication in educational and classroom contexts. 1.3 Outline the role and responsibilities of interpreters and others in educational contexts. 1.4 Identify social, cultural and professional conventions of English and LOTE appropriate to educational contexts. 1.5 Identify the educational and developmental consequences of incorrect interpreting in educational contexts.
2. Develop understanding of educational terminology	2.1 Research and develop knowledge of routine educational terminology in English and LOTE. 2.2 Use clear pronunciation or signed production of educational terminology.
3. Use appropriate oral or signed communication in educational contexts	3.1 Receive and understand oral or signed communication using routine English and LOTE educational terminology. 3.2 Seek clarification of correct use and meaning of routine terms and associated processes. 3.3 Use a range of routine English and LOTE educational vocabulary and expressions correctly in interpreting. 3.4 Apply prosodic features, gestures and body language appropriate to the educational and classroom context.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

No equivalent unit.

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPTIS046 Use routine education terminology in interpreting (LOTE-English)

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages.

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified, the candidate must demonstrate evidence of performance of the following on at least two occasions.

- using social, cultural and professional conventions applicable to the languages being used in routine educational and classroom contexts, including:
  - customs, protocols and taboos
  - dialect, idiom, colloquialisms and language conventions
  - social conventions and consistent use of forms of address

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified, the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- basic principles of education and learning
- education and training institutions
- information sources for increasing educational knowledge and terminology
- effective working relationships between interpreters and teachers, educators and teacher aides
- public and private education systems
- relevant legislation and government policies
- security, confidentiality and duty of care
- WHS relevant to working in educational and classroom contexts

Assessment Conditions

Assessment of this unit of competency must include use of scenarios, case studies and experiences. Practical assessment must take place in the context of real or simulated interpreting.

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Consideration must be given to holistic assessment for this unit. Refer to advice in the Companion Volumes.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPTIS047 Use routine health terminology in interpreting (LOTE-English)

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages.

Application

This unit describes the skills required to understand and use routine health terminology in English and a LOTE sufficient to interpret between the two languages in general dialogue or monologue settings in general health and allied health contexts.

This unit applies to those working as interpreters in a range of general health and allied health contexts where health services are provided with direct patient contact involved, or general medical topics are discussed. The interpreter may be required to interact with patients, their families and the health professionals working with them.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and industry codes and standards for ethical translating and interpreting adhered to.

Those undertaking this unit would work independently using support resources as required, while performing specific tasks in a range of contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Translating and interpreting

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Identify the context of health terminology	1.1 Identify key features of the public and private health system, including key people and structures in healthcare. 1.2 Describe standard procedures specific to communication in general health and allied health contexts. 1.3 Outline the role and responsibilities of interpreters and others in general health and allied health contexts, including obtaining valid consent. 1.4 Identify social, cultural and professional conventions of English and LOTE appropriate to health and allied health contexts.
2. Develop understanding of health terminology	2.1 Identify the fundamental word structure used in basic medical terms. 2.2 Recognise and explain abbreviations for basic health specific terms and associated processes. 2.3 Identify English and LOTE descriptors and euphemisms applicable to diagnosis and communication in healthcare. 2.4 Research and develop knowledge of health and allied health terminology in English and LOTE. 2.5 Use clear pronunciation of health and allied health specific terminology.
3. Use appropriate oral or signed communication in health contexts	3.1 Receive and understand oral or signed instructions, comments and advice using English and LOTE health terminology. 3.2 Seek clarification of correct use and meaning of terms and associated processes. 3.3 Use a range of English and LOTE health vocabulary and expressions correctly in interpreting. 3.4 Apply prosodic features, gestures and body language appropriate to the health context.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

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Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPTIS047 Use routine health terminology in interpreting (LOTE-English)

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages.

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified, the candidate must demonstrate evidence of performance of the following while interpreting in a general dialogue or monologue setting on at least two occasions.

- using social, cultural and professional conventions appropriate to the languages being used in health and allied health contexts, including:
  - customs, protocols and taboos
  - dialect, idiom, colloquialisms and language conventions
  - social conventions and consistent use of forms of address

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified, the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- basic anatomy and body systems
- basic principles of health and disability insurance systems
- basic principles of medications and prescriptions
- departments and sections in a hospital
- health and allied health specialties
- information sources for increasing health knowledge and terminology
- routine medical conditions and investigations
- routine medical procedures and relevant equipment
- obtaining valid consent to treatment
- basic patient signs and symptoms
- security, confidentiality and privacy
- WHS relevant to working in health contexts, including hygiene and infection

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Assessment Conditions

Assessment of this unit of competency must include use of scenarios, case studies and experiences. Practical assessment must take place in the context of real or simulated interpreting.

Consideration must be given to holistic assessment for this unit. Refer to advice in the companion volumes.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPTIS048 Use routine legal terminology in interpreting (LOTE-English)

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages.

Application

This unit describes the skills required to understand and use routine legal terminology in English and a LOTE sufficient to interpret between the two languages in dialogue or monologue settings in routine legal and general policing contexts.

This unit applies to those working as interpreters in a range of routine legal and general policing contexts. The interpreter may be required to interact with members of the general public interacting with police, lawyers, the judiciary and court staff.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and industry codes and standards for ethical translating and interpreting adhered to.

Those undertaking this unit would work independently using support resources as required, while performing routine or complex tasks in a range of legal and policing contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Translating and interpreting

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Identify the context of legal terminology	1.1 Identify key features of the legal and judicial system, including key people and institutions. 1.2 Describe standard procedures specific to communication in legal and policing contexts. 1.3 Outline the role and responsibilities of interpreters and others in legal and policing contexts. 1.4 Identify social, cultural and professional conventions of English and LOTE appropriate to legal and judicial contexts. 1.5 Explain the consequences of oral rendition of fixed texts and incorrect legal terminology.
2. Develop understanding of legal terminology	2.1 Recognise and explain routine legal terminology and key legal concepts and processes in English and LOTE. 2.2 Establish standard translations for fixed text encountered in policing and judicial contexts that correctly reflect underlying common law principles. 2.3 Research and develop knowledge of legal terminology in English and LOTE. 2.4 Use clear pronunciation of legal terminology.
3. Use appropriate oral or signed communication in legal contexts	3.1 Receive and understand oral or signed questions and answers using English and LOTE legal terminology. 3.2 Seek clarification of correct use and meaning of terms and associated processes. 3.3 Use a range of English and LOTE legal vocabulary and expressions correctly in interpreting. 3.4 Apply prosodic features, gestures and body language appropriate to the legal and policing context.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

No equivalent unit.

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPTIS048 Use routine legal terminology in interpreting (LOTE-English)

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages.

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified, the candidate must demonstrate evidence of performance of the following on at least two occasions.

- using social, cultural and professional conventions appropriate to the languages being used in legal and policing contexts, including:
  - customs, protocols and taboos
  - dialect, idiom, colloquialisms and language conventions
  - social conventions and consistent use of forms of address

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified, the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- areas of law
- lower court, civil and administrative tribunals and routine legal processes
- legal and financial consequences of incorrect interpreting
- hierarchy of courts and tribunals
- key documentation relevant to general policing, and routine legal and judicial processes
- legal privilege
- legal systems (common law, code law)
- information sources for increasing legal knowledge and terminology
- legal principles relating to the role of the interpreter, including the right of a defendant to be ‘linguistically present’
- procedures for preparing affidavits
- relevant legislation, government policies and court guidelines
- WHS relevant to working in legal and policing contexts, including personal safety and fatigue

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Assessment Conditions

Assessment of this unit of competency must include use of scenarios, case studies and experiences. Practical assessment must take place in the context of real or simulated interpreting.

Consideration must be given to holistic assessment for this unit. Refer to advice in the companion volumes.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPTIS060 Analyse text types for translation of special purpose texts (LOTE-English)

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages.

Application

This unit describes the skills required to analyse a special purpose source text in one language, identify the text type, and apply the analysis in translation to another language.

This unit applies to those working as translators of special purpose texts, where there are significant equivalence problems between source and target texts. There may also be a need to undertake extensive research and translate complex language and concepts. The purpose of special purpose texts is to convey information for a specific audience.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and industry codes and standards for ethical translating and interpreting adhered to.

Those undertaking this unit would work independently using a broad range of support resources as required, while performing sophisticated tasks in a range of specialised contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Translating and interpreting

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Analyse source text	1.1 Assess structure and identify text type. 1.2 Identify devices and sequencing that achieve document objectives in the source text. 1.3 Review devices and sequencing in context of structure and content and confirm logic and correctness. 1.4 Identify culturally specific meaning.
2. Identify requirements of translation	2.1 Determine audience and purpose for translation. 2.2 Establish method and means of communication. 2.3 Determine requirements of target language text type documents. 2.4 Determine appropriate format and structure in target language.
3. Consider target text requirements	3.1 Consider translation options according to target text type document requirements and genre. 3.2 Identify appropriate language, considering suitability for audience, purpose, format and communication style. 3.3 Ensure content addresses cultural and social differences and idiolects. 3.4 Identify any problems with source document and seek advice from appropriate persons.
4. Apply analysis to translation	4.1 Apply requirements of the subject and cultural context to translation. 4.2 Apply recognised target language conventions, standards and formats to translation. 4.3 Produce written or word processed documents, applying basic design elements to text. 4.4 Ensure text type document objectives are achieved and requirements are met in target text.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

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ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning					Reading					Writing					Oral communication					Numeracy NA				

Performance variables:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Range of Conditions

Special purpose text types must include at least five of:	• correspondence • essays • informative and expository texts • instructive texts • media statements and articles • narrative and descriptive texts • persuasive and marketing texts • reports • speeches

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPTIS060 Analyse text types for translation of special purpose texts (LOTE-English)

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages.

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified, the candidate must demonstrate evidence of performance of the following.

- comparing and contrasting features of specific text types in LOTE and English
- sequencing information appropriate to particular text types in LOTE and English
- analysing at least five of the following text types at least once each:
  - correspondence
  - essays
  - informative and expository texts
  - instructive texts
  - media statements and articles
  - narrative and descriptive texts
  - persuasive and marketing texts
  - reports
  - speeches

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified, the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- characteristics, structure and format of specific text types in each of LOTE and English
- devices and techniques used to achieve objectives of specific text types in each of LOTE and English
- language, style and register of specific text types in each of LOTE and English
- purpose of particular text types and examples of each

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Assessment Conditions

Assessment of this unit of competency must include demonstration in the context of translation.

Consideration must be given to holistic assessment for this unit. Refer to advice in the Companion Volumes.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPTIS061 Quality assure translations

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPTIS602A Quality assure translations. • PC 2.4 added from Element 3 • PC2.3 revised • PC 3.1 removed • 3.2 revised • 3.5 removed • 4.2 added from Element 3 • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to objectively check and proof the translated text of another translator. Quality assurance ensures that content is factually accurate, complete and correctly targeted to its intended end use, and does not alter the message of the source text. The unit requires high level language and analytical skills to identify translation difficulties and transfer errors, and the research skills to source information that will clarify content issues.

This unit applies to those working translators who undertake a range of quality assurance checks of a translated text for original translators, clients or commissioning service providers.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and industry codes and standards for ethical translating and interpreting adhered to.

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Those undertaking this unit would work independently using a broad range of support resources as required, while performing sophisticated tasks in a range of specialised contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Translating and interpreting

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare to check translation	1.1 Identify and confirm work requirements, performance expectations and end use of text, and agree approach. 1.2 Obtain and review source and translated text files and associated glossary and documentation and determine personal competence and willingness to undertake assignment. 1.3 Select and prepare references and equipment.
2. Compare translated text to source text	2.1 Analyse source text and identify subject and key elements. 2.2 Check coherence of translation and identify translation problems and transfer errors. 2.3 Compare translated text to source text for completeness and factual and linguistic accuracy. 2.4 Evaluate translation fitness for purpose and identify relevant issues. 2.5 Undertake research and make critical use of references to address problems, errors and questions from the original translator. 2.6 Resolve translation problems and record findings and decisions in glossary, citing sources.
3. Propose amendments to translation	3.1 Make revisions to text using an agreed process and ensure amendments are visible and queries resolved. 3.2 Annotate text where necessary and give clear instructions to desktop publisher where required. 3.3 Provide objective advice in response to questions and propose corrections to text within level of expertise.
4. Submit quality assured	4.1 Provide checked translation to client or original translator in line with agreed arrangements and confirm that it meets client

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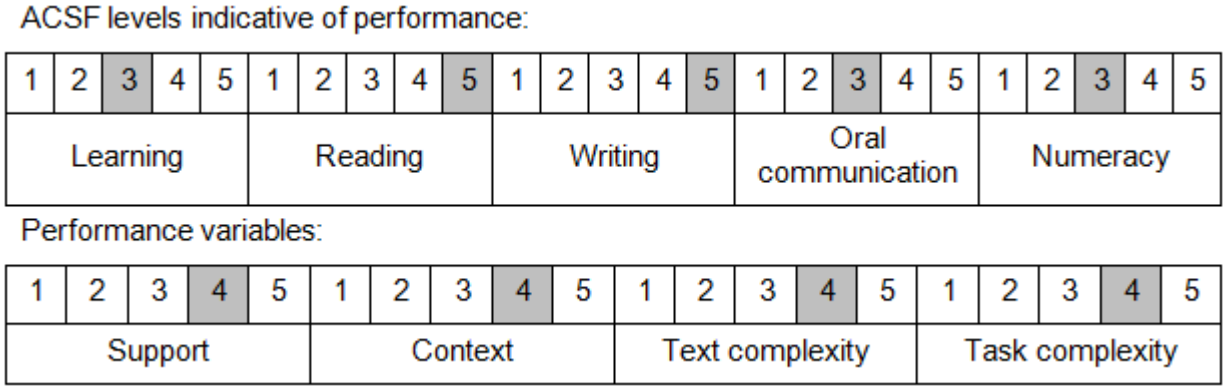
translation	requirements. 4.2 Discuss proposed corrections to text with appropriate persons according to established procedures and code of ethics. 4.3 Retain copy of checked translation and associated documentation for future reference, according to privacy and business protocols. 4.4 Seek feedback from relevant persons and explore process improvement strategies.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels, indicated for successful attainment of the unit.



Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to PSPTIS602A Quality assure translations.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPTIS061 Quality assure translations

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified, the candidate must demonstrate evidence of performance of the following on at least two occasions.

- comparing translated text to source text to arrive at an objective evaluation of the work of the original translator
- ensuring that translation is accurate, complete and correctly targeted to its intended end use
- providing and seeking advice in a sensitive manner and within level of personal expertise
- using technology for purposes of information, collaboration, recording, file management, version control and tracking

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified, the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- privacy and confidentiality requirements
- quality assurance parameters
  - factual and linguistic accuracy
  - functional equivalence
  - meaning in context
  - punctuation
  - register and style
  - semantic structure
  - terminology

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  - transfer errors
  - transfer problems
  - writing conventions
- relevant translating theories and techniques
- research methods to source information that will clarify content issues, including advanced bilingual internet search techniques

Assessment Conditions

Assessment of this unit of competency must include actual tasks that demonstrate diverse skills and strategies for quality assuring translations.

Consideration must be given to holistic assessment for this unit. Refer to advice in the Companion Volumes.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPTIS062 Translate special purpose texts from English to LOTE

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPTIS601A Translate special purpose texts from English to LOTE. • PC 1.2-1.4 and 1.6 removed • PC 2.3 removed • PC 3.2 and 3.4 added • All re-ordered • PC 5.3 revised • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to translate special purpose texts from English to a language other than English (LOTE). It identifies the skills needed to convey the purpose and use of the source information in functionally equivalent translated texts for a specific audience.

This unit applies to those working as translators of special purpose texts where there may be significant equivalence problems between source and target text and the subject of the text has its own specific terminology. There may also be a need to undertake extensive research and translate complex language and concepts.

It requires sound conceptual understanding of the material being translated and its context in order to produce translations that are accurate and appropriate for the context, target audience and end use. The language transfer process requires high level language skills and the ability to apply specialist resources and subject specific glossaries, including specialist bilingual glossaries.

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The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and industry codes and standards for ethical translating and interpreting adhered to.

Those undertaking this unit would work independently using a broad range of support resources as required, while performing sophisticated tasks in a range of specialised contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Translating and interpreting

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Analyse English special purpose source texts	1.1 Receive and manage source texts according to client requirements and conditions and confirm they are complete and legible. 1.2 Identify complex areas of content and language requiring additional research and gather reference material. 1.3 Analyse source texts and apply knowledge of subject and context and experiences in related texts to determine key elements and potential translation problems. 1.4 Choose approach to translation suitable to purpose and target audience.
2. Translate English source texts to draft texts in LOTE	2.1 Research and apply established translation precedents and information from resources to ensure consistent outcomes. 2.2 Analyse and adapt cultural and linguistic content of source texts as appropriate for document end use. 2.3 Produce draft translations of source texts that are accurate and coherent and appropriate for end use. 2.4 Record translation decisions and justification in glossary.
3. Check draft translations	3.1 Identify and correct errors, fidelity issues and unsupported translation decisions. 3.2 Refine and improve target texts.

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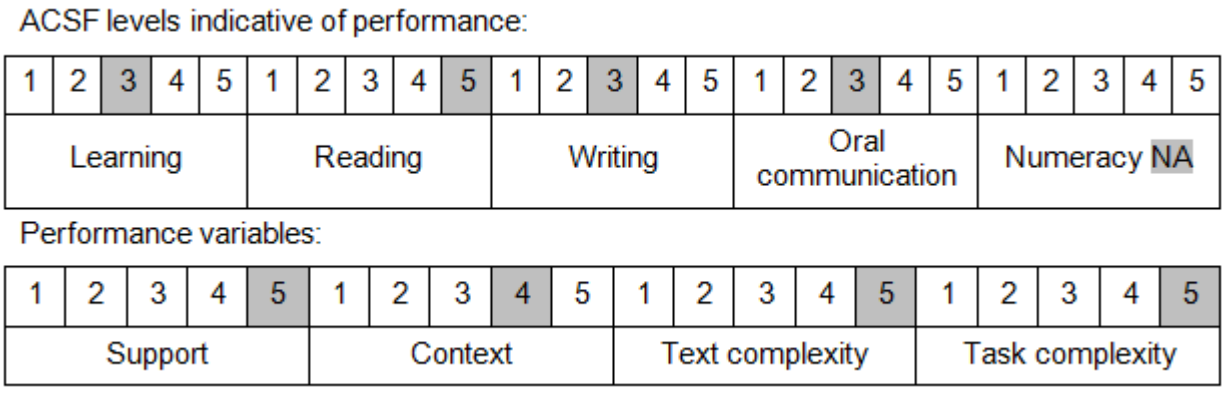
	3.3 Evaluate subject-specific terminology and concepts, consistency, accuracy and functional equivalence of translated text. 3.4 Submit draft translation and glossary to checking translator or subject advisor for review.
4. Revise translations	4.1 Assess and incorporate advice from checking translator and subject advisor. 4.2 Discuss and resolve outstanding issues with appropriate persons as necessary. 4.3 Undertake further revision until target text is functionally equivalent to source text.
5. Finalise and evaluate translations	5.1 Use technology to format translated texts according to agreed specifications and end use requirements. 5.2 Proofread formatted texts using standard methods to annotate proof corrections. 5.3 Submit final version of translated text and supporting documentation to clients.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.



Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

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Unit Mapping Information

This unit supersedes and is equivalent to PSPTIS601A Translate special purpose texts from English to LOTE.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPTIS062 Translate special purpose texts from English to LOTE

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified, the candidate must demonstrate evidence of performance of the following on at least two occasions.

- using advanced techniques to produce a functionally equivalent translation that is accurate and appropriate for the context, target audience and end use, including:
  - adaptation
  - contrastive analysis of meaning and language
  - equivalence at the level of discourse, pragmatics, syntax and word
  - grammatical function transposition
  - localisation
  - text manipulation to clarify meaning
- applying sound conceptual understanding of the specialist material being translated and its context
- using advanced bilingual research skills and the ability to critically apply specialist resources, including style guides, subject-specific or specialist bilingual glossaries and reference material
- using a wide range of consistent registers and styles appropriate to end use
- using correct and idiomatic collocation, lexis and syntax
- using current and consistent specialist vocabulary, including foreign loan words
- ensuring factual correctness, including at the level of tense, gender and singular or plural complex language
- using correct target language punctuation and paragraphing
- using spelling appropriate to audience
- using textual devices that create cohesion and coherence including, cohesive markers and substitution devices

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- checking and correcting content and formatting of translated text for consistency and accuracy
- using word processing and document management technology
- meeting time and contractual requirements

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified, the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- purpose and implications of translation of special purpose texts, including types of translation defined in international standards
- translating theories and techniques relevant to special purpose text assignments, including principles of:
  - formal and dynamic translation
  - literal and free translation
  - form based and meaning-based translation
  - direct and oblique translation
  - equivalence and functional equivalence

Assessment Conditions

Assessment of this unit of competency must include use of translation source and target texts, examples of research and glossaries, assignment experiences and examples of interactions with colleagues and clients that demonstrate diverse skills and strategies for translating special purpose texts from English to LOTE.

Consideration must be given to holistic assessment for this unit. Refer to advice in the Companion Volumes.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPTIS063 Translate special purpose texts from LOTE to English

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPTIS611A Translate special purpose texts from LOTE to English. • PC 1.2, 1.4 and 1.6 removed • PC 2.3 removed • PC 3.2 and 3.4 added • PC 5.4 removed and 5.3 revised • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to translate special purpose texts from another language to English. It identifies the skills needed to convey the purpose and use of the source information in functionally equivalent translated texts for a specific audience.

This unit applies to those working as translators of special purpose texts where there may be significant equivalence problems between source and target text and where the subject of the text has its own specific terminology. There may also be a need to undertake extensive research and translate complex language and concepts.

It requires sound conceptual understanding of the material being translated and its context in order to produce translations that are accurate and appropriate for the context, target audience and end use. The language transfer process requires high level language skills and the ability to apply specialist resources and subject specific glossaries, including specialist bilingual glossaries.

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The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and industry codes and standards for ethical translating and interpreting adhered to.

Those undertaking this unit would work independently using a broad range of support resources as required, while performing sophisticated tasks in a range of specialised contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Translating and interpreting

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Analyse special purpose source texts	1.1 Receive and manage source texts according to client requirements and conditions and confirm they are complete and legible. 1.2 Identify complex areas of content and language requiring additional research and gather reference material. 1.3 Analyse source texts and apply knowledge of subject and context and experiences in related texts to determine key elements and potential translation problems. 1.4 Choose approach to translation suitable to purpose and target audience.
2. Translate LOTE source texts to draft texts in English	2.1 Research and apply established translation precedents and information from resources to ensure consistent outcomes. 2.2 Analyse and adapt cultural and linguistic content of source texts as appropriate for document end use. 2.3 Produce draft translations of source texts that are accurate and coherent and appropriate for end use. 2.4 Record translation decisions and justification in glossary.
3. Check draft translations	3.1 Identify and correct errors, fidelity issues and unsupported translation decisions. 3.2 Refine and improve target texts.

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	3.3 Evaluate subject-specific terminology and concepts, consistency, accuracy and functional equivalence of translated text. 3.4 Submit draft translation and glossary to checking translator or subject advisor for review.
4. Revise translations	4.1 Assess and incorporate advice from checking translator and subject advisor. 4.2 Discuss and resolve outstanding issues with appropriate persons as necessary. 4.3 Undertake further revision until target text is functionally equivalent to source text.
5. Finalise and evaluate translations	5.1 Use technology to format translated texts according to agreed specifications and end use requirements. 5.2 Proofread formatted texts using standard methods to annotate proof corrections. 5.3 Submit final version of translated text and supporting documentation to clients.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning					Reading					Writing					Oral communication					Numeracy NA					

Performance variables:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to PSPTIS611A Translate special purpose texts from LOTE to English.

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPTIS063 Translate special purpose texts from LOTE to English

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified, the candidate must demonstrate evidence of performance of the following on at least two occasions.

- using advanced techniques to produce a functionally equivalent translation that is accurate and appropriate for the context, target audience and end use, including:
  - adaptation
  - contrastive analysis of meaning and language
  - equivalence at the level of discourse, pragmatics, syntax and word
  - grammatical function transposition
  - localisation
  - text manipulation to clarify meaning
- applying sound conceptual understanding of the specialist material being translated and its context
- using advanced bilingual research skills and the ability to critically apply specialist resources, including style guides, subject-specific or specialist bilingual glossaries and reference material
- using a wide range of consistent registers and styles appropriate to end use
- using correct and idiomatic collocation, lexis and syntax
- using current and consistent specialist vocabulary, including foreign loan words
- ensuring factual correctness, including at the level of tense, gender and singular or plural complex language
- using correct target language punctuation and paragraphing
- using spelling appropriate to audience
- using textual devices that create cohesion and coherence, including cohesive markers and substitution devices

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- checking and correcting content and formatting of translated text for consistency and accuracy
- using word processing and document management
- meeting time and contractual requirements

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified, the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- purpose and implications of translation of special purpose texts, including types of translation defined in international standards
- translating theories and techniques relevant to specific purpose text assignments, including principles of:
  - formal and dynamic translation
  - literal and free translation
  - form based and meaning based translation
  - direct and oblique translation
  - equivalence and functional equivalence

Assessment Conditions

Assessment of this unit must include use of translation source and target texts, examples of research and glossaries, assignment experiences amd examples of interactions with colleagues and clients that demonstrate diverse skills and strategies for translating special purpose texts from LOTE to English.

Consideration must be given to holistic assessment for this unit. Refer to advice in the Companion Volumes.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPTIS064 Read and analyse special purpose English texts to be translated

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages.

Application

This unit describes the skills required to read and analyse a written message in a special purpose English text for the purpose of later transfer to a language other than English (LOTE). It requires identifying the key linguistic, cultural, societal and situational elements to be conveyed in the future language transfer process.

This unit applies to those working as translators of special purpose texts in any language.

Special purpose texts are texts for which the purpose is to convey information for a specific audience. The text is written using specific terminology and there may be significant equivalence problems between source and target texts. There may also be a need to undertake extensive research and translate complex language and concepts.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and industry codes and standards for ethical translating and interpreting adhered to.

Those undertaking this unit would work independently using a broad range of support resources as required, while performing sophisticated tasks in a range of specialised contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Translating and interpreting

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Identify translating requirements and expectations of audience	1.1 Identify source, context and purpose of text, determining specific requirements and regional or specialist aspects. 1.2 Identify audience for translated text and confirm that translation requirements and expectations match those of client. 1.3 Identify social and cultural issues and plan solutions relevant to translation task.
2. Analyse language of source text	2.1 Identify source text register and style. 2.2 Identify complex areas of content and language requiring additional research. 2.3 Confirm and review resources to aid in understanding specialist or technical language. 2.4 Build, use and maintain assignment-specific glossary. 2.5 Recognise idiomatic and metaphorical expressions and foreign loan words in source text. 2.6 Analyse language and writing conventions, determining use of terminology and language.
3. Analyse grammar and cohesion of source text	3.1 Analyse function of English punctuation and determine semantic and syntactic structure. 3.2 Apply subject and context knowledge and experiences in related texts to determine key elements and potential translation problems. 3.3 Paraphrase text to check plausibility of comprehension. 3.4 Restructure text as necessary to clarify meaning.
4. Resolve difficulties	4.1 Identify deficient source text and discuss with appropriate persons. 4.2 Suggest solutions and reformulate text as agreed for effective translation. 4.3 Use a range of techniques and resources to address and resolve difficulties identified.

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Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning					Reading					Writing					Oral communication					Numeracy NA					

Performance variables:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPTIS064 Read and analyse special purpose English texts to be translated

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages.

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified, the candidate must demonstrate evidence of performance of the following on at least two occasions.

- identifying the key linguistic, cultural, societal and situational elements in the source text
- analysing source text language and writing conventions for meaning, including:
  - acronyms and eponyms
  - cause and effect relationships
  - cohesive and substitution devices
  - function of words and grammatical elements
  - idioms and idiomatic expressions
  - metaphor and simile
  - punctuation
  - register and style
  - terminology and jargon
- using advanced bilingual research skills and the ability to critically apply specialist resources, including style guides, subject-specific or specialist bilingual glossaries and reference material

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified, the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- discourse and complex source text analysis techniques
- cultural knowledge to identify inherent cultural and socio-cultural concepts
- language structure, metaphors and idioms in source language
- techniques to parse sentences
- subject specialist area and culture-specific knowledge relevant to topic of translation

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Assessment Conditions

Assessment of this unit of competency must include use of translation source texts, examples of research and glossaries, and assignment experiences that illustrate diverse skills and strategies for analysing special purpose texts in English.

Consideration must be given to holistic assessment for this unit. Refer to advice in the Companion Volumes.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPTIS065 Read and analyse special purpose LOTE texts to be translated

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages.

Application

This unit describes the skills required to read and analyse a written message in a special purpose language other than English (LOTE) text for the purpose of later transfer to English. It requires identifying the key linguistic, cultural, societal and situational elements to be conveyed in the future language transfer process.

This unit applies to those working as translators of special purpose texts in any language.

Special purpose texts are texts for which the purpose is to convey information for a specific audience. The text is written using specific terminology and there may be significant equivalence problems between source and target texts. There may also be a need to undertake extensive research and translate complex language and concepts.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and industry codes and standards for ethical translating and interpreting adhered to.

Those undertaking this unit would work independently using a broad range of support resources as required, while performing sophisticated tasks in a range of specialised contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Translating and interpreting

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Identify translating requirements and expectations of audience	1.1 Identify source, context and purpose of text, determining specific requirements and regional or specialist aspects. 1.2 Identify audience for translated text and confirm that translation requirements and expectations match those of client. 1.3 Identify social and cultural issues and plan solutions relevant to translation task.
2. Analyse language of source text	2.1 Identify source language, including register and style. 2.2 Identify complex areas of content and language requiring additional research. 2.3 Confirm and review resources to aid in understanding specialist or technical language. 2.4 Build, use and maintain assignment-specific glossary. 2.5 Recognise idiomatic and metaphorical expressions and foreign loan words in source text. 2.6 Analyse language and writing conventions, determining use of terminology and language.
3. Analyse grammar and cohesion of source text	3.1 Analyse function of LOTE punctuation and determine semantic and syntactic structure. 3.2 Apply subject and context knowledge and experiences in related texts to determine key elements and potential translation problems. 3.3 Paraphrase text to check plausibility of comprehension. 3.4 Restructure text as necessary to clarify meaning.
4. Resolve difficulties	4.1 Identify deficient source text and discuss with appropriate persons. 4.2 Suggest solutions and reformulate text as agreed for effective translation. 4.3 Use a range of techniques and resources to address and resolve difficulties identified.

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Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the English language performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	**4**	5	1	2	3	4	5	1	2	**3**	4	5	1	2	3	**4**	5	1	2	3	4	5
Learning					Reading **NA**					Writing					Oral communication					Numeracy **NA**				

Performance variables:

1	2	3	4	**5**	1	2	3	**4**	5	1	2	3	**4**	5	1	2	3	4	**5**
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPTIS065 Read and analyse special purpose LOTE texts to be translated

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages.

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified, the candidate must demonstrate evidence of performance of the following on at least two occasions.

- identifying the key linguistic, cultural, societal and situational elements in the source text
- analysing source text language and writing conventions for meaning, including:
  - acronyms and eponyms
  - cause and effect relationships
  - cohesive and substitution devices
  - function of words and grammatical elements
  - idioms and idiomatic expressions
  - metaphor and simile
  - punctuation
  - register and style
  - terminology and jargon
- using advanced bilingual research skills and the ability to critically apply specialist resources, including style guides ,subject-specific or specialist bilingual glossaries and reference material

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified, the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- discourse and complex source text analysis techniques
- cultural knowledge to identify inherent cultural and socio-cultural concepts
- language structure, metaphors and idioms in source language
- techniques to parse sentences
- subject specialist area and culture-specific knowledge relevant to topic of translation

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Assessment Conditions

Assessment of this unit of competency must include use of translation source texts, examples of research and glossaries, and assignment experiences that illustrate diverse skills and strategies for analysing special purpose texts in a LOTE.

Consideration must be given to holistic assessment for this unit. Refer to advice in the Companion Volumes.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPTIS066 Apply theories to translating and interpreting work practices

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPTIS614A Apply theories to describe and review work assignments. • Element 1 revised • PC 1.1-1.4 revised • 2.2 added from Element 2 • Element 2 revised • All PC revised • PC 3.2 removed • Unit code updated • Unit title changed • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to research, analyse and apply a range of approaches to translating and interpreting based on the history, development and progress of relevant theories and their current application to work assignments and practice. The application of translating and interpreting theory is an essential component of interpreting and translating work assignments which require justification and critiquing of work undertaken.

This unit applies to those working as translators and interpreters in a range of professional settings.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and industry codes and standards for ethical translating and interpreting adhered to.

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Those undertaking this unit would work independently using a broad range of support resources as required, while performing sophisticated tasks in a range of specialised contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Translating and interpreting

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Identify the role of the translator and interpreter	1.1 Analyse the cultural and political agenda of translation and interpreting. 1.2 Analyse the position and positionality of the translator and interpreter. 1.3 Analyse the impact of the new media, localisation and globalisation on translation and interpreting. 1.4 Identify new directions for translation and interpreting.
2. Identify the principle issues influencing practice	2.1 Analyse the concept of cross-lingual meaning transfer and its relevance to the study of translating and interpreting. 2.2 Research key developments, debates and influences in translating and interpreting theories. 2.3 Identify the impact and use of theories on current translating and interpreting practice. 2.4 Identify key issues in contemporary study and practice of translating and interpreting.
3. Critique translations and interpreting	3.1 Analyse translating and interpreting work assignments and identify the relevance and application of particular local and global theories. 3.2 Classify and explain optional methods and approaches to assignments. 3.3 Analyse, critique and constructively report on approaches, translations and interpreting.

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Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPTIS614A Apply theories to describe and review work assignments.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPTIS066 Apply theories to translating and interpreting work practices

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified, the candidate must demonstrate evidence of performance of the following for each of interpreting and translating on at least one occasion.

- analysing and reporting on examples of the translating and interpreting work of self and others
- researching principles, theories and studies applicable to analysing and justifying translation and interpreting

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified, the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- accent and intonation in interpreting
- communicative and functional approaches
- decision making in interpreting and translation
- effect
- effort models of interpreting
- hesitation and correction in interpreting
- equivalence and equivalent effect
- limitations of sight translation
- literal approaches
- pragmatics
- source-target correspondence

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Assessment Conditions

Assessment of this unit of competency must include use of scenarios, case studies, experiences and examples of interactions with colleagues and clients that demonstrate diverse skills and strategies for applying theories to translating and interpreting work. Assessment of this unit must be based not only on knowledge of diverse theories, but on evidence of the applicability of a theory to particular work assignments, and the impact of theory on examples of practice.

Consideration must be given to holistic assessment for this unit. Refer to advice in the Companion Volumes.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPTIS067 Demonstrate complex written LOTE proficiency in different subjects and cultural contexts

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages.

Application

This unit describes the skills required to read and write in a language other than English (LOTE) fluently and accurately, to meet the written language and communication needs of translating special purpose texts. The language competence involves reading, analysing and summarising skills, which can be applied to a range of commercial, professional and literary documents.

This unit applies to those working as translators in a range of fields and contexts.

There is no direct parity with any formal language proficiency ratings or assessment framework, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 4 to 4+.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and industry codes and standards for ethical translating and interpreting adhered to.

Those undertaking this unit would work independently using support resources as required, while performing complex tasks in a range of contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Translating and interpreting

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Read and analyse complex documents	1.1 Scan documents and confirm they are complete and legible. 1.2 Read documents and identify explicit and implicit information, ideas, technical information and writer intent. 1.3 Interpret any accompanying visual and graphics material. 1.4 Identify the culturally specific meaning contained in documents.
2. Provide summaries of complex written documents	2.1 Capture and convey information and nuances of meaning in summaries of complex written documents, taking into consideration cultural differences and idiolects. 2.2 Provide any additional explanation or comments to clarify meaning and culturally specific details.
3. Write professional and commercial documents	3.1 Produce written documents in a LOTE, according to recognised conventions, standards and formats. 3.2 Use standard communication and information management technology. 3.3 Ensure content of documents is appropriate to audience and purpose. 3.4 Develop ideas in appropriate depth to meet the requirements of the particular subject and cultural context. 3.5 Tailor language to meet requirements of the situation, observing written LOTE social and cultural conventions. 3.6 Draft and edit documents to minimise errors so that intended meaning is clearly conveyed.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

No equivalent unit.

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPTIS067 Demonstrate complex written LOTE proficiency in different subjects and cultural contexts

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages.

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified, the candidate must demonstrate evidence of performance of the following on at least two occasions.

- reading and writing documents required for purposes on various subjects and cultural contexts that include some complex ideas and concepts
- preparing written documents with clear and fluent expression of information and ideas that are appropriately structured and aligned to the audience and cultural context

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified, the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- standard formats and protocols for typical documents appropriate to the document purpose and particular language
- linguistic knowledge and writing conventions for the language being assessed, including:
  - grammar, spelling and punctuation conventions
  - social, professional, literary and cultural conventions
  - technical vocabulary for specific subject areas and contexts
  - ways to convey nuances of meaning
  - register appropriate to purpose and audience

Assessment Conditions

Assessment of this unit of competency must require the candidate to read and write complex documents in a language other than English (LOTE).

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Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Consideration must be given to holistic assessment for this unit. Refer to advice in the Companion Volumes.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPTIS068 Demonstrate complex written English proficiency in different subjects and cultural contexts

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages.

Application

This unit describes the skills required to read and write English fluently and accurately, to meet the written language and communication needs of translating special purpose texts. The language competence involves reading, analysing and summarising skills, which can be applied to a range of commercial, professional and literary documents.

This unit applies to those working as translators in a range of fields and contexts.

There is no direct parity with any formal language proficiency ratings or assessment framework, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 4 to 4+.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and industry codes and standards for ethical translating and interpreting adhered to.

Those undertaking this unit would work independently using support resources as required, while performing complex tasks in a range of contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Translating and interpreting

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Read and analyse complex documents	1.1 Scan documents and confirm they are complete and legible. 1.2 Read documents and identify explicit and implicit information, ideas, technical information and writer intent. 1.3 Interpret any accompanying visual and graphics material. 1.4 Identify the culturally specific meaning contained in documents.
2. Provide summaries of complex written documents	2.1 Capture and convey information and nuances of meaning in summaries of complex written documents, taking into consideration cultural differences and idiolects. 2.2 Provide any additional explanation or comments to clarify meaning and culturally specific details.
3. Write professional and commercial documents	3.1 Produce written documents in English, according to recognised conventions, standards and formats. 3.2 Use standard communication and information management technology. 3.3 Ensure content of documents is appropriate to audience and purpose. 3.4 Develop ideas in appropriate depth to meet the requirements of the particular subject and cultural context. 3.5 Tailor language to meet requirements of the situation, observing written English social and cultural conventions. 3.6 Draft and edit documents to minimise errors so that intended meaning is clearly conveyed.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

No equivalent unit.

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPTIS068 Demonstrate complex written English proficiency in different subjects and cultural contexts

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages.

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified, the candidate must demonstrate evidence of performance of the following on at least two occasions.

- reading and writing documents required for purposes on various subjects and cultural contexts that include some complex ideas and concepts
- preparing written documents with clear and fluent expression of information and ideas that are appropriately structured and aligned to the audience and cultural context

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified, the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- standard formats and protocols for typical documents appropriate to the document purpose and particular language
- linguistic knowledge and writing conventions for the language being assessed, including:
  - grammar, spelling and punctuation conventions
  - social, professional, literary and cultural conventions
  - technical vocabulary for specific subject areas and contexts
  - ways to convey nuances of meaning
  - register appropriate to purpose and audience

Assessment Conditions

Assessment of this unit of competency must require the candidate to read and write complex documents in English.

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Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Consideration must be given to holistic assessment for this unit. Refer to advice in the Companion Volumes.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPTIS069 Maintain and enhance professional practice

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPTIS504A Maintain and enhance professional practice. • Element 1 PC re-ordered • Element 3 PC revised • Element 4 revised • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to manage personal professional performance and to take responsibility for own professional development. It requires knowledge of the translation and interpreting industry and relevant professional development opportunities.

The unit applies to established translators and interpreters seeking to enhance their career and professional development.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and codes and standards for ethical translating and interpreting adhered to.

Those undertaking this unit would work independently using support resources as required, while performing complex tasks in a range of contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Translating and interpreting

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Model high standards of performance	1.1 Promote practitioner's role with clients, colleagues and the public. 1.2 Determine individual responsibilities and accountabilities to reflect the requirements of contracts and work plans. 1.3 Model professional techniques and strategies for effective performance.
2. Determine personal development needs	2.1 Assess personal skills and knowledge against industry competencies and other relevant benchmarks to determine development needs and priorities. 2.2 Use feedback from colleagues and clients to identify personal learning needs and areas for professional development. 2.3 Research future career options and career development pathways. 2.4 Seek advice on undertaking career development options.
3. Participate in professional development activities	3.1 Identify and pursue formal and informal development activities to support continuous learning. 3.2 Maintain currency of professional practice through participation in professional association and networking events and activities. 3.3 Maintain industry relationships through relevant networks, organisations and individuals.
4. Evaluate and improve professional practice	4.1 Research developments and trends impacting on professional practice and integrate these into work performance. 4.2 Identify and implement improvement strategies using feedback from colleagues and clients, and results of research. 4.3 Monitor own performance and apply innovative and responsive approaches for improving professional practice.

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Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	**4**	5	1	2	**3**	4	5	1	2	**3**	4	5	1	2	3	4	**5**	1	2	3	4	5
Learning					Reading					Writing					Oral communication					Numeracy NA					

Performance variables:

1	2	3	**4**	5	1	2	3	**4**	5	1	2	3	**4**	5	1	2	3	**4**	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to PSPTIS504A Maintain and enhance professional practice.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPTIS069 Maintain and enhance professional practice

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified, the candidate must demonstrate evidence of performance of the following on at least one occasion.

- using networks to gain information and other support appropriate to workplace or work role
- identifying and prioritising individual professional development needs
- showing how feedback is used to identify areas for development
- using reflection strategies to identify new ways of improving performance
- identifying gaps in own skills or knowledge
- researching, analysing and identifying career options

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified, the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- qualifications, specialisations and credentials in language, translation and interpreting
- personal and professional goals and objectives
- range of continuous improvement techniques and processes and their application
- types and availability of professional development activities and opportunities
- nature of professionalism in translation and interpreting
- roles of bilingual workers, translators and interpreters
- legal and policy context of translation and interpreting, including relevant federal and state government policies
- current research in translation and interpreting

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- techniques for obtaining feedback

Assessment Conditions

Assessment of this unit of competency must include use of scenarios, case studies, experiences or examples of interactions with colleagues and clients that demonstrate examples of activities undertaken to maintain standards of professional practice.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPTIS070 Prepare translated transcripts

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPTIS609A Prepare translated transcripts. • PC 2.2, 2.3 revised • PC 3.5 removed • PC 3.2 revised • PC 4.1 split into two • Element 6 removed • PC 6.1 moved to Element 5 • PC 6.2 removed • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to translate transcripts of audiovisual recordings from a source language into target language, ensuring they are accurate and appropriate for context and end use. It requires understanding of the purpose and potential use of the information and a high level of comprehension of spoken language and the context in which it is spoken. It requires the ability to translate into the same register and to work between speaking and writing. The translator may be required to collaborate with others involved in the process.

This unit applies to those working as translators who prepare transcripts and translations of transcripts for various purposes, particularly surveillance and investigations leading to legal proceedings. Those undertaking this work may be required to testify in court regarding the accuracy and fidelity of the translated transcript.

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The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and the overarching industry codes and standards for ethical translating and interpreting adhered to.

Those undertaking this unit would work independently using a broad range of support resources as required, while performing sophisticated tasks in a range of specialised contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Translating and interpreting

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare for audiovisual transcription	1.1 Confirm client requirements including protocols and procedures and their implications for personal capacity to undertake the assignment. 1.2 Check resources and equipment and address problems through agreed processes. 1.3 Review source material to confirm context and identify and address issues arising.
2. Prepare transcripts of source material	2.1 Attend actively to source material to become familiar with speakers and context. 2.2 Record notes in target language and begin building a glossary to support the translation task. 2.3 Apply strategies to address problems of understanding, including identifying potentially hidden or implied meaning of utterances. 2.4 Prepare summaries of source material in the required language. 2.5 Collaborate with team members to discuss and clarify issues and identify sections of source material to be translated 2.6 Attend to source material and prepare source language transcripts, applying conventions, including time codes.
3. Draft translation of	3.1 Analyse and identify translation difficulties in source material, seeking assistance if required.

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transcripts of source material	3.2 Refer to and update assignment-specific glossaries and make critical use of other reference material to identify meaning in context. 3.3 Identify areas requiring further research and seek required information or specialist advice. 3.4 Prepare draft translation of transcripts in the register of the source material, as appropriate for context and end use.
4. Check draft translations of transcripts	4.1 Check translation for consistency, accuracy and fitness for purpose 4.2 Identify and correct errors, fidelity issues and unsupported translation decisions. 4.3 Collaborate with appropriate advisers to obtain independent quality control and assess and incorporate changes to identified translation errors.
5. Finalise translation	5.1 Use technology to format translation according to agreed specifications and end use requirements. 5.2 Proofread translation and finalise according to assignment requirements. 5.3 Complete any necessary supporting documentation according to client requirements. 5.4 Return source material according to agreed procedures and timeframe. 5.5 Secure assignment related documentation. 5.6 Consider and implement adjustments to improve process and outcomes of future translations of transcripts.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPTIS609A Prepare translated transcripts.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPTIS070 Prepare translated transcripts

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified, the candidate must demonstrate evidence of performance of the following on at least two occasions.

- producing transcripts in the language of the source material that are faithful to the delivery of the original, including errors of grammar and syntax and prosodic features of speech
- noting duration of pauses and assigning time codes
- analysing spoken and coded language for meaning and identifying intonation and stress
- translating transcripts with reference to time codes
- applying client requirements relating to translated transcripts of audiovisual recordings, including style guides
- using office and other technology to prepare and format source language transcripts and target language translations

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified, the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- translating conventions and style rules related to translation of transcripts
- time code conventions
- transcription techniques and principles
- purpose and potential use of diverse transcript translations
- rules of evidence
- range of resources, tools and equipment appropriate to transcription and translation task
- specialist terminology related to the assignment context

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- secure file management and record keeping

Assessment Conditions

Assessment of this unit must include use of an environment with access to suitable equipment and technology reflecting current practice. While the content and scenarios may be simulated, evidence must reflect the conditions of real assignments in preparing and translating transcripts diverse purposes.

Consideration must be given to holistic assessment for this unit. Refer to advice in the Companion Volumes.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPTIS071 Translate multimedia source material

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPTIS604A Translate multimedia source material. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to translate audio and audiovisual source language tapes and scripts into another language so that they may be narrated or re voiced in a target language, or be used as subtitles or captioning to a video source text. The unit requires a high level of comprehension of the audio visual source language, the ability to work between two different languages in spoken and written form, and the ability to reflect the register of the source in the target language. The translation assignment may also be for entertainment and dramatic material, where adaptation to audience may take precedence over fidelity to source.

This unit applies to those working on a range of translating assignments where target language translations will be used for media, promotion, and public information purposes requiring functional equivalence.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and industry codes and standards for ethical translating and interpreting adhered to.

Those undertaking this unit would work independently using a broad range of support resources as required, while performing highly complex tasks in a range of specialised contexts.

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No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Translating and interpreting

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare to translate	1.1 Confirm assignment requirements and prepare suitable tools and equipment. 1.2 Attend to source content and identify topic and key elements. 1.3 Identify technical problems and mark up source script where relevant. 1.4 Analyse and address technical or transfer issues through negotiation with clients and technical advisers. 1.5 Develop and extend glossary and make critical use of other reference material to identify meaning in context. 1.6 Choose approach to translation suitable to target audience and purpose of the target text.
2. Draft translation	2.1 Research and apply established translation precedents, making critical use of reference material and additional resources and information as required. 2.2 Research facts and cultural and situational references and analyse and adapt cultural and linguistic content. 2.3 Produce draft translations of source texts that are accurate, coherent, and appropriate for context, target audience and end use. 2.4 Record translation decisions and justification in glossary.
3. Adapt draft translation to requirements	3.1 Review translation with reference to time code and vision, and match to timing. 3.2 Adapt to image and audio delivery, applying conventions to maintain narrative flow. 3.3 Ensure that translation is fit for purpose.
4. Check draft translation	4.1 Check accuracy and coherence of draft translation and identify and correct errors manually and with computer-based tools. 4.2 Confirm consistency of register, style and terminology of target

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	translation and evaluate functional equivalence and fidelity as appropriate to target audience. 4.3 Collaborate with appropriate advisers to obtain independent quality control and incorporate recommended changes.
5. Finalise translation	5.1 Use technology to format translation according to agreed specifications and end use requirements. 5.2 Proofread translation and produce final version. 5.3 Discuss issues and solutions with relevant persons and explore process improvement strategies.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPTIS604A Translate multimedia source material.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPTIS071 Translate multimedia source material

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified, the candidate must demonstrate evidence of performance of the following on at least two occasions.

- confirming client and assignment requirements and issues associated with media sources and technology
- identifying purposes, end product, quality mechanisms, and expectations
- using high-level target language skills, including:
  - code switching between spoken and written language
  - translating into spoken register
  - adjusting syntax to match words to screen image
  - attending to natural semantic order
  - presenting information linearly
  - placing subject and verb in close proximity
  - re-casting relative clauses as separate sentences
  - using short sentences

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified, the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- censorship rules
- specialist equipment, resources and glossaries
- purpose and implications of translation for multimedia
- mark-up protocols

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- narration and re-voicing techniques, limitations and protocols
- subtitling conventions
- techniques for adapting cultural and linguistic content
- techniques for matching translation to images or sound
- tools and equipment required to translate for audio tapes, broadcasting and subtitling

Assessment Conditions

Assessment of this unit must be conducted in an environment with access to suitable equipment and technology. While the content and scenarios may be simulated, evidence should reflect the conditions of real assignments in translating diverse multimedia source material for both scripts and sub-titles or captions.

Consideration must be given to holistic assessment for this unit. Refer to advice in the Companion Volumes.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPTIS072 Use translation technology

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPTIS612A Use translation technology. • PC 3.2 added • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to use commercial technologies designed to streamline and speed translation tasks. It requires sound understanding of the applications and limitations of the technology. It also requires the ability to reflect on the purpose and potential use of the source information in the translation and its implications for the technology.

This unit applies to those working as translators using computer programs and software specific to translation and document production.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and industry codes and standards for ethical translating and interpreting adhered to.

Those undertaking this unit would work independently using a broad range of support resources as required, while performing complex tasks in a range of specialised contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Translating and interpreting

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare to use translation technology	1.1 Check translation technology and confirm familiarity and useability and address issues and limitations. 1.2 Negotiate use of translation technology based on client's requirements and resources and the implications for the source text and assignment conditions. 1.3 Confirm currency and version of equipment and upgrade if required. 1.4 Consider and select client agreed applications of terminology and address special requirements. 1.5 Confirm shared access to glossary and supporting documentation with client.
2. Translate source text to draft target text using translation technology	2.1 Use translation technology appropriate to the translation task. 2.2 Manage the technology's translation assets, including memory, glossary and search functions to optimise productivity and efficiency. 2.3 Apply the benefits of consistent and rapid applications to achieve client purpose. 2.4 Produce a draft translation of source text that is factually accurate and appropriate for assignment requirements. 2.5 Use translation technology to respond to mismatches and gaps in vocabulary and expressions and monitor adjustments to glossary and translation memory.
3. Check draft translation manually	3.1 Evaluate translation of terminology and concepts critically. 3.2 Address translation difficulties and transfer errors associated with the use of translation technology. 3.3 Resolve outstanding difficulties with appropriate persons and undertake further applications if required.
4. Evaluate use of translation technology	4.1 Complete special requirements and supporting documentation according to available applications of technology. 4.2 Submit target text to relevant persons and retain copies of documentation and glossary for future reference. 4.3 Discuss issues concerning the use of technology and solutions

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	and explore improvement strategies.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPTIS612A Use translation technology.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPTIS072 Use translation technology

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified, the candidate must demonstrate evidence of performance of the following on at least two occasions.

- analysing the benefits, suitability and limitations of translation technology for specific text and task
- adapting work practices to the timeframes and productivity benefits of translation technology
- optimising the efficiencies of program glossaries
- proofreading texts and checking formatting of translated text for accurate applications of translation technology

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified, the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- suitability and limitations of commercial software and applications for translating and editing
- electronic file and information management protocols and procedures
- awareness of skill needs and skill development opportunities
- WHS practices and procedures relevant to using translation technology
- computer research and search programs, editing tools, applications and methods
- tools and equipment relevant to assignments, including developing technologies, including, computer assisted translation software, and for Auslan/English translations, knowledge of appropriate translation technology

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Assessment Conditions

Assessment of this unit must reflect use of current commercial technology used in translating and document production that is readily accessible to the candidate. Assessment must include assessment of the ability to use commercial translation technologies designed to streamline and speed translation tasks.

Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Consideration must be given to holistic assessment for this unit. Refer to advice in the Companion Volume.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPTIS080 Interpret in complex dialogue settings (LOTE-English)

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPTIS605A Interpret in complex dialogue settings (LOTE). • PC 2.1 added • PC 2.2 revised • Unit code updated • Unit title changed • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to interpret from a source language to a target language in complex dialogue settings, preserving the communicative intent of the source language. The unit requires the ability to use a range of techniques to assist in the message transfer process and to address problems in delivery.

An interpreter in the dialogue setting is required to interpret between two languages in both directions. The physical elements of the setting, or the number of parties involved, limit the interpreter from managing the discourse. The interpreter may be required to switch modes in a challenging environment, where there is a range of participant interests and personal welfare and safety issues that need to be considered.

Interpreting in this setting typically requires high levels of accuracy and accountability and assignments involving formality, or participants with high status and accountability. The content may involve specialised subjects requiring a high level of subject knowledge, or intense assignment-specific preparation. The content of communication may not easily be predicted or planned for, and there are limited opportunities for error correction. The consequences of errors in communicative intent can have significant implications.

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This unit applies to those working as interpreters working in consecutive and Auslan simultaneous modes, either alone, collaboratively in tandem, relay, or as part of a team.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and industry codes and standards for ethical translating and interpreting adhered to.

Those undertaking this unit would work independently using a broad range of support resources as required, while performing sophisticated tasks in a range of specialised contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Translating and interpreting

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Receive and analyse source message	1.1 Establish dialogue protocols with participants to facilitate communication dynamics and outcomes, and provide clarification where required. 1.2 Attend actively to source utterance, applying strategies to support retention and recall and adjusting physical position to optimise sound reception and visual cues. 1.3 Determine linguistic and non-linguistic elements of utterances and structure and complexities of discourse and analyse factors affecting meaning. 1.4 Identify and address issues of understanding or recall in a manner that does not compromise effective delivery.
2. Transfer message to target language	2.1 Use a range of advanced strategies to retain and recall messages, recalling information from notes or other mnemonic devices as appropriate to source language. 2.2 Use a range of strategies and techniques to effectively transfer communicative intent of utterance into target language and

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	maintain impartiality. 2.3 Identify and address issues in message transfer promptly and according to established techniques. 2.4 Maintain flow of communication and manage discourse in a professional and culturally appropriate manner. 2.5 Identify circumstances requiring a switch in interpreting mode and manage mode switch. 2.6 Monitor interpreting process to identify when it is necessary to seek assistance or withdraw from assignment.
3. Evaluate interpreting performance	3.1 Evaluate performance in line with issues encountered, assignment requirements and code of ethics. 3.2 Determine personal impact of assignment and identify need for debriefing and counselling. 3.3 Implement strategies to improve future work practices.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning					Reading NA					Writing					Oral communication					Numeracy NA					

Performance variables:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to PSPTIS605A Interpret in complex dialogue settings (LOTE).

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPTIS080 Interpret in complex dialogue settings (LOTE-English)

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified, the candidate must demonstrate evidence of performance of the following on at least two occasions.

- applying educated native speaker language proficiency in the first and near native speaker language proficiency in the second language
- applying LOTE and English language skills required to achieve message transfer and performance in complex settings, including:
  - conceptualising and coherently expressing complex and specialised information in the target language using special and context-specific terminology as necessary
  - recognising and using a broad range of specialised and context-specific registers
  - reproducing complex language structure and implied meaning
  - using correct idioms and collocations
  - using colloquial language as appropriate to context and register of source utterance
- including non-verbal cues in message transfer
- reflecting voluntary and involuntary pragmatic and prosodic features of utterances
- reproducing factual and linguistic content with a high degree of accuracy
- solving complex problems of equivalence in message transfer
- transferring cultural concepts and cues embedded in utterances
- managing sociolinguistic issues in message transfer
- using interpersonal and communication skills to interpret in a professional manner appropriate to participants and under challenging conditions
- using advanced memory retention strategies, including producing decipherable records of key information for self, or others when team or tandem interpreting, when working in spoken languages

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- managing the discourse assertively to identify and address complicated group dynamics and barriers to effective communication outcomes
- recognising and resolving transfer problems and transfer errors
- applying broad general subject and context knowledge, including:
  - community, business and diplomatic domains
  - systems and institutions in Australia, different language communities, countries and relevant terminology

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified, the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- cultural knowledge, including cross-cultural perspective of communication and behaviour
- modes of interpreting and techniques for managing mode switches
- source language regional differences, dialects and idioms
- theories that have influenced current interpreting practice, including:
  - effort model
  - form based and meaning based transfer

Assessment Conditions

Assessment of this unit must include use of simulations of complex dialogue settings, and consideration must be given to assessment in real interpreting settings. Evidence for assessment should be gathered to demonstrate experiences interpreting in complex dialogue settings in diverse sectors in the community, business and diplomatic domains.

Consideration must be given to holistic assessment for this unit. Refer to advice in the Companion Volumes.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPTIS081 Interpret in complex monologue settings (LOTE-English)

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPTIS606A Interpret in complex monologue settings (LOTE). • PC 1.4 and 1.7 removed • PC 2.3 and 2.4 added • All others re-ordered and revised • Unit code updated • Unit title changed • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to interpret from a source language to a target language in complex monologue settings, preserving the communicative intent of the source language. The unit requires the ability to use a range of techniques to assist the message transfer process and to address problems in delivery.

An interpreter in the monologue setting is required to interpret from source to target language in one direction. The physical elements of the complex setting will likely prevent the interpreter from managing the discourse.

Interpreting in this setting typically requires high levels of accuracy and accountability and assignments involving formality, or participants with high status and accountability. The content may involve specialised subjects requiring a high level of subject knowledge, or intense assignment-specific preparation. The content of communication may not easily be predicted or planned for, and there are unlikely to be opportunities for error correction. The consequences of errors in communicative intent can have significant implications. The audience in a complex monologue setting typically requires the interpreter to use public speaking or presentation skills.

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This unit applies to those working as interpreters working in consecutive and Auslan simultaneous modes, either alone, collaboratively in tandem, relay or as part of a team.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and industry codes and standards for ethical translating and interpreting adhered to.

Those undertaking this unit would work independently, using a broad range of support resources, while performing sophisticated tasks in a range of specialised contexts

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Translating and interpreting

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Receive and analyse source message	1.1 Confirm that setting, context, parties and expectations are consistent with client requirements, assignment agreement and interpreting protocols. 1.2 Attend actively to source utterance, applying strategies to support retention and recall and adjusting physical position to optimise sound reception and visual cues. 1.3 Identify key information and relationships between complex linguistic and non-linguistic elements and analyse factors affecting meaning. 1.4 Identify complexities, key concepts and explicit and embedded cultural concepts. 1.5 Apply detailed knowledge of specialised subject and context to anticipate purpose and intent of source and strategies used to develop ideas.
2. Transfer message to	2.1 Use a range of advanced strategies to retain and recall messages, recalling information from notes or other mnemonic devices as

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target language	appropriate to source language. 2.2 Identify transfer issues and implement strategies to address problems of understanding or recall. 2.3 Use a range of strategies and techniques to transfer communicative intent of utterance into the target language and ensure impartial delivery. 2.4 Use advanced interpreting and language skills to ensure cohesive and faithful delivery of messages. 2.5 Use a range of advanced rhetorical and public speaking techniques to convey the presentation style of the source. 2.6 Monitor interpreting process to identify when it is necessary to seek assistance or withdraw from assignment.
3. Evaluate interpreting performance	3.1 Evaluate performance in line with issues encountered, assignment requirements and code of ethics. 3.2 Determine personal impact of assignment and identify need for debriefing. 3.3 Consider process improvement strategies.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	**4**	5	1	2	3	4	5	1	2	**3**	4	5	1	2	3	4	**5**	1	2	3	4	5
Learning					Reading **NA**					Writing					Oral communication					Numeracy **NA**				

Performance variables:

1	2	3	4	**5**	1	2	3	**4**	5	1	2	3	4	**5**	1	2	3	4	**5**
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

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Unit Mapping Information

This unit supersedes and is equivalent to PSPTIS606A Interpret in complex monologue settings (LOTE).

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPTIS081 Interpret in complex monologue settings (LOTE-English)

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified, the candidate must demonstrate evidence of performance of the following on at least two occasions.

- applying educated native speaker language proficiency in the first or near native speaker language proficiency in the second language
- applying LOTE and English language skills required to achieve message transfer and performance in complex settings, including:
  - conceptualising and coherently expressing complex and specialised information in the target language using special and context-specific terminology as necessary
  - recognising and using a broad range of specialised and context-specific registers
  - reproducing complex language structure and implied meaning
  - using correct idioms and collocations
  - using colloquial language as appropriate to context and register of source utterance
- including non-verbal cues in message transfer
- reflecting voluntary and involuntary pragmatic and prosodic features of utterances
- reproducing factual and linguistic content with a high degree of accuracy
- solving complex problems of equivalence in message transfer
- transferring cultural concepts and cues embedded in utterances
- using interpersonal and communication and public speaking skills to interpret in a professional manner appropriate to speaker and audience
- using advanced memory retention strategies, including producing decipherable records of key information for self, or others when team or tandem interpreting, when working between spoken languages
- recognising and resolving transfer problems and transfer errors

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Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified, the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- cultural knowledge, including cross-cultural perspective of communication and behaviour
- theories that have influenced current interpreting practice, including:
  - concepts of form based and meaning-based message transfer
  - form based and meaning based transfer
- community, business and diplomatic domains
- systems and institutions in Australia, different language communities, countries and relevant terminology

Assessment Conditions

Assessment of this unit must include use of simulations of complex monologue settings, and consideration must be given to assessment in real interpreting settings. Evidence for assessment should be gathered to demonstrate diverse experiences in interpreting in complex monologue settings in a diverse community, business and diplomatic domains.

Consideration must be given to holistic assessment for this unit. Refer to advice in the Companion Volumes.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPTIS082 Interpret through communication media

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPTIS608A Interpret using communication media. • PC 3.1 removed • PC 3.2 added • PC 3.2 and 3.3 revised • PC 4.2 and 4.3 added • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to use technology to support interpreting in visual or physical isolation. The unit requires familiarity with the technology available for interpreting situations and the potential impact of the technology on the interpreting assignment and its outcomes. It outlines the management skills required to adjust delivery to take account of the constraints and advantages of the technology.

This unit applies to those working as interpreters in all consecutive and simultaneous modes in dialogue settings conducted through communication media and may have applications for interpreting for people in remote, interstate and international locations via telephone, video conferencing, call centres or conference calls, internet modes of delivery and TTY. The physical barrier of technology confirms this as a complex setting.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and industry codes and standards for ethical translating and interpreting adhered to.

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Those undertaking this unit would work independently using a broad range of support resources as required, while performing sophisticated tasks in a range of specialised contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Translating and interpreting

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare environment and participants	1.1 Prepare resources appropriate to communication medium and make necessary adjustments to work environment. 1.2 Consult technical support staff to establish equipment conditions and gain access to become familiar with specific technology. 1.3 Manage technology and confirm the process and purpose of the assignment. 1.4 Seek information about the people and context and identify and address issues that may affect the process or outcome.
2. Adapt delivery to equipment	2.1 Conduct initial introductions and confirm process of interpreting by telephone or video link and relevant roles and conditions. 2.2 Adjust volume and position of equipment for audibility or visibility and adjust delivery accordingly. 2.3 Identify and use terms of address appropriate to the medium. 2.4 Identify physical challenges posed by the communication medium and make recommendations to address them. 2.5 Act assertively to address technological problems.
3. Manage discourse	3.1 Use overt strategies to manage communication flow in a culturally appropriate manner. 3.2 For spoken languages, take notes to support retention and recall and seek clarification or repetition when necessary. 3.3 Use a range of strategies to adjust and adapt to rapidly changing emotions, circumstances and technical challenges. 3.4 Use overt strategies to manage communication breakdown. 3.5 Monitor workplace health and safety issues arising from using communication equipment and take preventive action.

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4. Evaluate delivery	4.1 Evaluate suitability of technology chosen and own adaptation of delivery to the technology. 4.2 Determine personal impact of assignment and identify need for debriefing and counselling. 4.3 Discuss issues and solutions and explore process improvement strategies.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1 2 3 **4** 5	1 2 3 4 5	1 2 **3** 4 5	1 2 3 **4** 5	1 2 3 4 5
Learning	Reading NA	Writing	Oral communication	Numeracy NA

Performance variables:

1 2 3 4 **5**	1 2 3 **4** 5	1 2 3 **4** 5	1 2 3 4 **5**
Support	Context	Text complexity	Task complexity

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to PSPTIS608A Interpret using communication media.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPTIS082 Interpret through communication media

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified, the candidate must demonstrate evidence of performance of the following on at least two occasions.

- collaborating with clients and technical experts to ensure effective use of the technology
- discussing and resolving WHS issues, including length of assignment, breaks and physical and vicarious trauma
- using diverse strategies and resources to facilitate communication flow and support retention

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified, the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- suitability and limitations of communications media and applications for interpreting
- WHS practices and procedures in relation to using communication equipment
- tools and equipment relevant to assignments using communications media

Assessment Conditions

Assessment of this unit of competency must include use of practical skills demonstration in a simulated interpreting situation and should demonstrate diverse experiences in interpreting using communication media. Assessment will make use of scenarios, case studies, experiences and examples of interactions with colleagues and clients that demonstrate diverse skills and strategies for using communication media to support interpreting.

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Consideration must be given to holistic assessment for this unit. Refer to advice in the Companion Volumes.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPTIS083 Manage discourses in complex settings

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPTIS610A Manage discourses in complex settings. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to manage the physical setting and communication dynamics of discourses in complex settings. It requires knowledge of the nature and structure of complex interpersonal, institutional and meeting dynamics and the ability to apply effective solutions to challenges that arise during the discourse. The unit includes planning and confirming the discourse process, managing the communication flow, and reviewing and evaluating the discourse management process.

This unit applies to those working as interpreters in a range of complex settings for a variety of purposes. Complex settings are those involving specialised subjects requiring a high level of subject knowledge, or intense assignment specific preparation. The physical elements of the setting, or the number of parties involved, limit the interpreter from managing the discourse. The interpreter may be required to switch modes in a challenging environment, where there is a range of participant interests and personal welfare and safety issues that need to be considered. Interpreting in this setting typically requires assignments involving formality, or participants with high status and accountability. There are limited opportunities for error correction and the consequences of errors in communicative intent can have significant implications.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and industry codes and standards for ethical translating and interpreting adhered to.

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Those undertaking this unit would work autonomously, using a broad range of support resources as required, while performing sophisticated tasks in a range of specialised contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Translating and interpreting

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Plan and agree process	1.1 Establish assignment context and requirements with clients to plan to achieve desired outcomes. 1.2 Identify factors that may compromise interpreter effectiveness, and make adjustments where possible. 1.3 Confirm relationships between and with participants and participant expectations of discourse. 1.4 Negotiate mutual agreement on roles, purpose and process of discourse appropriate to situation and participants.
2. Manage flow of communication	2.1 Analyse discourse setting and attributes and communication preferences of participants. 2.2 Select appropriate communication styles effective in complex settings, including appropriate interpreting mode. 2.3 Adapt strategies to the requirements of equipment and technology where appropriate. 2.4 Identify and address problems in message transfer and factors affecting communication flow promptly and according to established techniques. 2.5 Identify and address communication challenges arising from cross-cultural settings and participant relationships and attributes. 2.6 Seek assistance where required to manage discourse breakdown and restore communication.
3. Evaluate discourse management	3.1 Seek and analyse feedback on discourse management from appropriate persons and evaluate effectiveness of performance to reflect code of conduct.

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	3.2 Determine personal impact of assignment and identify need for debriefing and counselling. 3.3 Take advice on issues and solutions and consider and implement strategies to improve process and outcomes of future assignments.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	**4**	5	1	2	**3**	4	5	1	2	3	4	5	1	2	3	4	**5**	1	2	3	4	5
Learning					Reading					Writing **NA**					Oral communication					Numeracy **NA**				

Performance variables:

1	2	3	4	**5**	1	2	3	4	**5**	1	2	3	4	**5**	1	2	3	4	**5**
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to PSPTIS610A Manage discourses in complex settings.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPTIS083 Manage discourses in complex settings

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified, the candidate must demonstrate evidence of performance of the following on at least two occasions.

- supporting parties to understand and reach agreement on the interpreting process
- managing challenging situations, participants and personal responses while remaining assertive and culturally sensitive
- applying standards of professional and ethical conduct

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified, the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- factors that may impact interpreting in complex settings, including barriers to communication
- communication techniques that facilitate communication flow and discourse management in complex settings
- culture-specific knowledge to manage communication flow with diverse discourse participants, including those with a disability and special communication needs
- limitations of work role, responsibility and professional abilities
- modes of interpreting and their appropriateness and implications for complex settings
- nature and structure of complex interpersonal, institutional and meeting dynamics
- WHS and risk management practices and procedures relevant to nature of assignments

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Assessment Conditions

Assessment of this unit must demonstrate diverse experiences in managing discourses in complex settings. Assessment may include scenarios, case studies and examples of negotiations with client and participant expectations. Assessment must include evidence of decision making, and examples of interactions with colleagues and clients that demonstrate diverse skills and strategies for managing discourses in complex settings.

Consideration must be given to holistic assessment for this unit. Refer to advice in the Companion Volumes.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPTIS084 Sight translate (LOTE-English)

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPTIS613A Sight translate (LOTE). • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC1.5 removed

Application

This unit describes the skills required to produce a sight translation of a written source text in a different spoken or signed target language with a high degree of accuracy. Sight translation involves verbal or signed reproduction in a target language of a written source text in its entirety. It requires a high level of comprehension of written language and its structure, the ability to work between two languages in spoken or signed and written form, and the ability to reflect the register of the written source text in the target language.

This unit applies to interpreters who are required to sight translate texts as an adjunct to interpreting in any mode and complex setting, or to support consecutive or simultaneous interpreting.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and industry codes and standards for ethical translating and interpreting adhered to.

Those undertaking this unit would work independently using a broad range of support resources as required, while performing routine tasks in a range of familiar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Translating and interpreting

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Analyse text	1.1 Confirm purpose for which sight translation is required and advise on appropriateness of sight translation. 1.2 Determine key features of text in context and confirm ability to read and comprehend the text. 1.3 Identify and discuss potential translation problems and confirm ability to sight translate and required timeframe. 1.4 Identify information in context and establish overall comprehension, referring to available resources and seeking further assistance where required.
2. Translate source text into target language	2.1 Plan sight translation, marking up text where appropriate and identifying and solving translation problems. 2.2 Transfer semantic segments of source text to target language with attention to accuracy and coherence. 2.3 Scan text ahead while translating, avoiding rephrasing and ensuring delivery is consistent and appropriate for setting and mode of interpreting.
3. Evaluate sight translation	3.1 Analyse performance to reflect task purpose and requirements. 3.2 Identify strengths and weaknesses of process to inform subsequent work.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the English language performance levels indicated for successful attainment of the unit.

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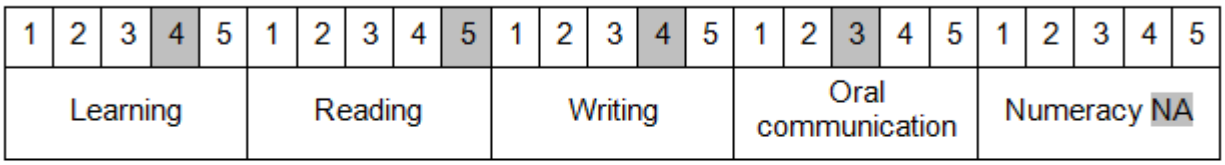
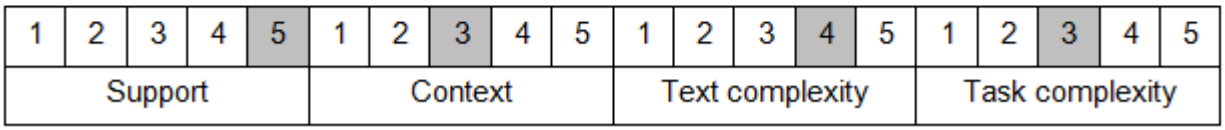
ACSF levels indicative of performance:



Performance variables:



Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to PSPTIS613A Sight translate (LOTE).

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPTIS084 Sight translate (LOTE-English)

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified, the candidate must demonstrate evidence of performance of the following on at least two occasions in each language direction, except for Auslan, which only need be from English to Auslan.

- comprehending written language and its structure
- using strategies to clarify unknown terms and unclear expression and solve problems of equivalence
- reflecting the written register and context-specific terminology of the source text in delivery
- reproducing a factually and linguistically accurate spoken or signed translation of the content of the source text
- completing the sight translation task within agreed timeframe
- analysing accompanying visual and graphic material
- using strategies including skimming, reading aloud, highlighting key information and relationships in source text, identifying information at paragraph level and analysing punctuation, elements of grammar and sentence structure of source text

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified, the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- circumstances in which and texts for which sight translation is appropriate
- alternatives to sight translation and circumstances in which alternatives are appropriate
- clinical practice and informed consent
- creating legally binding documents

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- limitations of work role, responsibility and professional abilities
- research methods to access and use reference material within the limitations imposed by settings in which sight translation may be required
- structure and nature of different types of text for different purposes
- techniques to identify information in context

Assessment Conditions

Assessment must include diverse experiences in sight translating a variety of texts in a LOTE other than Auslan, and English.

Consideration must be given to holistic assessment for this unit. Refer to advice in the Companion Volumes.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPTIS085 Use complex subject area terminology in interpreting (LOTE-English)

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages.

Application

This unit describes the skills required to understand and use terminology from specific subject areas in English and a LOTE sufficient to interpret between the two languages in complex dialogue or monologue settings in those subject areas.

This unit applies to those working as interpreters in a range of contexts.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and industry codes and standards for ethical translating and interpreting adhered.

Those undertaking this unit would work independently using support resources as required, while performing complex tasks in a range of contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Translating and interpreting

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of

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outcomes	conditions section.
1. Identify the context of the terminology	1.1 Identify key features of the subject area, including key people and institutions. 1.2 Describe standard procedures specific to communication in the subject area context. 1.3 Outline the role and responsibility of interpreters and others in the subject area contexts. 1.4 Identify social, cultural and professional conventions of English and LOTE appropriate to the subject area contexts.
2. Extend understanding of the subject area	2.1 Research and increase knowledge of the subject area terminology in English and LOTE. 2.2 Spell and pronounce complex terminology from the subject area correctly.
3. Use appropriate oral or signed communication in interpreting	3.1 Receive and understand oral or signed communication using complex English and LOTE subject area terminology. 3.2 Seek clarification of correct use and meaning of terms and associated processes. 3.3 Use a range of complex English and LOTE subject area vocabulary and expressions correctly in interpreting. 3.4 Apply prosodic features, gestures and body language appropriate to the subject area context.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	**3**	4	5	1	2	**3**	4	5	1	2	**3**	4	5	1	2	**3**	4	5	1	2	3	4	5
Learning					Reading					Writing					Oral communication					Numeracy NA					

Performance variables:

1	2	3	**4**	5	1	2	3	**4**	5	1	2	**3**	4	5	1	2	3	**4**	5
Support					Context					Text complexity					Task complexity				

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Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Range of Conditions

Complex subject areas must include:	• commerce and trade • diplomatic relations • immigration and settlement (except for Auslan and indigenous languages) • industry and technology • science and environment

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPTIS085 Use complex subject area terminology in interpreting (LOTE-English)

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages.

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified, the candidate must demonstrate evidence of performance of the following on at least one occasion.

- using social, cultural and professional conventions applicable to the languages being used in subject area contexts, including:
  - customs, protocols and taboos
  - dialect, idiom, colloquialisms and language conventions
  - social conventions and consistent use of forms of address
- using terminology in all of the following subject areas:
  - commerce and trade
  - diplomatic relations
  - immigration and settlement (except for Auslan and indigenous languages)
  - industry and technology
  - science and environment

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified, the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- principles of the subject area
- information sources for increasing subject area knowledge and terminology
- WHS relevant to working in subject area contexts

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Assessment Conditions

Assessment of this unit of competency must include use of scenarios, case studies and experiences. Practical assessment must take place in the context of real or simulated interpreting.

Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Consideration must be given to holistic assessment for this unit. Refer to advice in the Companion Volumes.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPTIS086 Use chuchotage (whispered simultaneous) to interpret (LOTE-English)

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages.

Application

This unit describes the skills required to interpret from a source language to a target language in basic simultaneous mode, preserving key information and the gist of the source message. It requires the ability to anticipate the intent of a source to assist the message transfer process.

An interpreter in simultaneous mode is required to interpret in one language direction, from source to target, at the same time as source utterances are delivered.

This unit applies to those working as interpreters in spoken simultaneous mode, either alone, collaboratively in tandem, or as part of a team.

Spoken basic simultaneous mode is applied in complex dialogue settings. Complex dialogue settings are those in which the physical elements of the setting, or the number of parties involved, limit the interpreter from managing the discourse. The interpreter may be required to switch modes in a challenging environment, where there is a range of participant interests and personal welfare and safety issues that need to be considered. The content of communication may not easily be predicted or planned for, and there are limited opportunities for error correction.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and industry codes and standards for ethical translating and interpreting adhered to.

Those undertaking this unit would work independently, using a broad range of support resources, while performing sophisticated tasks in a range of specialised contexts.

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No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Translating and interpreting

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Receive and analyse source message	1.1 Attend actively to source utterance, adjusting physical position to optimise sound reception and visual cues. 1.2 Identify and record key information to support recall. 1.3 Identify key concepts, and explicit and embedded cultural concepts. 1.4 Identify linguistic and non-linguistic elements of utterances affecting meaning. 1.5 Apply knowledge of grammar, subject and context to anticipate purpose and intent of source and strategies used to develop ideas.
2. Transfer message to target language	2.1 Use a range of strategies and techniques to transfer communicative intent into the target language at the same time as the source utterance. 2.2 Use advanced interpreting and language skills to ensure cohesive and faithful delivery of key information and gist of source message. 2.3 Recognise and promptly resolve transfer problems and errors, correcting mistakes or misinterpretations without disruption of message or delivery. 2.4 Monitor elapsed time and interpreting performance to identify when it is necessary to rest or withdraw from assignment.
3. Evaluate interpreting performance	3.1 Evaluate performance in line with issues encountered, assignment requirements and code of ethics. 3.2 Determine impact of assignment on self and identify areas for improvement.

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Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning					Reading NA					Writing					Oral communication					Numeracy NA					

Performance variables:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPTIS086 Use chuchotage (whispered simultaneous) to interpret (LOTE-English)

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages.

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified, the candidate must demonstrate evidence of performance of the following in both language directions on at least two occasions.

- applying LOTE and English language skills required to achieve simultaneous message transfer:
  - conceptualising and coherently expressing key information in the target language using context-specific terminology as necessary
  - enunciating clearly
  - simplifying language structure to reproduce implied meaning for delivery at the same pace as the source
  - using correct collocations
  - using colloquial language as appropriate to context and register of source utterance
- reproducing factual and linguistic content
- solving problems of equivalence in message transfer
- transferring cultural concepts and cues embedded in utterances

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified, the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- cultural knowledge, including cross-cultural perspective of communication and behaviour
- techniques to identify source of utterances in multi-party discourse
- WHS and performance management issues, practices and procedures relevant to chuchotage
- interpreting theories that have influenced current interpreting practice, including:
  - effort model

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- form based and meaning based transfer

Assessment Conditions

Assessment of this unit must include use of simulations in complex dialogue settings, and consideration must be given to assessment in real interpreting settings. Evidence for assessment should be gathered to demonstrate diverse experiences in interpreting in complex dialogue settings.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPTIS087 Use note taking to recall and reproduce source messages (LOTE-English)

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPTIS510A Analyse, recall and reproduce source messages. • Unit code updated • Unit title changed • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 1.1 revised • PC 1.4-1.5 re-ordered and revised • PC1.6 added • PC 2.5 re-ordered. PC 3.4 revised

Application

This unit describes the skills required to analyse the meaning of a source language message and to reproduce the message in the same language, applying note taking and other strategies to support retention and recall.

This unit applies to those working as interpreters in the consecutive mode who need to quickly and accurately analyse, remember and reproduce messages from a diverse range of sources, subjects and contexts.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently using support resources as required, while performing complex tasks in a range of sometimes unpredictable contexts.

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No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Translating and interpreting

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Analyse source messages	1.1 Attend to source utterances and make adjustments to assist concentration and comprehension. 1.2 Analyse discourse and speaker's strategies to predict discourse direction. 1.3 Determine key information and relationships between linguistic and non-linguistic elements in the utterances. 1.4 Identify structural elements of discourse. 1.5 Identify factors affecting the meaning of utterances.
2. Recall source messages	2.1 Use a range of encoding and other strategies to support, retain and ensure the accuracy of information. 2.2 Manage discourse to ensure the quality and reliability of recall. 2.3 Resolve problems of understanding and recall and seek clarification as required. 2.4 Review key information and relationships in source utterances. 2.5 Analyse notes for usefulness in recollection of messages.
3. Reproduce source messages	3.1 Retrieve message within appropriate timeframe. 3.2 Reproduce message, maintaining its logical sequence, register and communicative intent. 3.3 Use a range of techniques to track reproduced information. 3.4 Assess effectiveness of strategies used and consider improvements.

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Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit. Foundation skills levels relate to English language demands, not LOTE.

ACSF levels indicative of performance:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Learning					Reading NA					Writing NA					Oral communication					Numeracy NA				

Performance variables:

1	2	3	4	5	1	2	3	4	5	1	2	3	4	5	1	2	3	4	5
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to PSPTIS510A Analyse, recall and reproduce source messages.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPTIS087 Use note taking to recall and reproduce source messages (LOTE-English)

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified, the candidate must demonstrate evidence of performance of the following in both language directions on at least two occasions.

- analysing general and specialist source utterances and determining important aspects of language, content, context and intention
- applying linguistic, semantic and pragmatic strategies to address structural elements of discourse
- maintaining information recall and reproduction
- overcoming problems in language, meaning and presentation
- reproducing diverse messages accurately and coherently
- developing and applying own note taking techniques to support retention and recall

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified, the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- characteristics of communication
- linguistic features, including register appropriate to setting, and forms and variations of language
- universal interpreter note taking techniques and conventions
- techniques to assist recall
- linguistic and non-linguistic elements of utterances

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Assessment Conditions

Consideration must be given to assessment in real interpreting assignments, but this competency may also be effectively assessed in simulated settings using diverse content and contexts.

Consideration must be given to holistic assessment for this unit. Refer to advice in the Companion Volumes.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPTIS088 Demonstrate complex LOTE proficiency in different subjects and cultural contexts

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages.

Application

This unit describes the skills required to conduct complex, creative, routine and non-routine spoken or signed communication in a LOTE, to meet the oral language and communication needs of interpreting in complex settings. It involves applying proficient oral communication skills to conduct negotiations, present information and participate in social and cultural activities.

This unit applies to those working as interpreters in a range of fields or contexts.

There is no direct parity with any formal language proficiency ratings or assessment framework, but this unit broadly relates to International Second Language Proficiency Rating (ISLPR) 4 and 4+.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and industry codes and standards for ethical translating and interpreting adhered to.

Those undertaking this unit would work independently using support resources as required. They would perform complex tasks in a range of contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Translating and interpreting

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Participate in social and cultural activities	1.1 Use LOTE language and language functions appropriate to varied social and cultural activities. 1.2 Adapt and modify communication strategies and language functions according to the situation and participant requirements.
2. Deliver presentations in LOTE	2.1 Present information using sequencing and linguistic linking. 2.2 Deliver presentations in a style relevant to the purpose and objectives, audience characteristics, occasion and venue. 2.3 Support presentations with public speaking techniques.
3. Negotiate and persuade	3.1 Use appropriate courtesy protocols to establish rapport, identify common ground and observe social, cultural and business conventions of the LOTE. 3.2 Use a range of LOTE language functions to provide explanations, information, advice and supporting details. 3.3 Use a range of language functions for negotiations. 3.4 Use intonation, voice tone and signalling expressions. 3.5 Use prosodic features, gestures and body language. 3.6 Exchange and agree to information about the subject of negotiation.
4. Provide summaries of complex oral or signed communication	4.1 Make appropriate comments to check and clarify meaning. 4.2 Provide summaries of the purpose and meaning of the original utterance. 4.3 Use communication strategies and LOTE language functions that support immediate and unhindered communication.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

No equivalent unit.

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPTIS088 Demonstrate complex LOTE proficiency in different subjects and cultural contexts

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages.

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified, the candidate must demonstrate evidence of performance of the following on at least two occasions.

- using extended communication skills including verbal skills and non-verbal skills
- using repetition, clarification and paraphrasing techniques to clarify requirements, address problems and conflict, and reassure others

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified, the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- technical LOTE vocabulary required to support specific context of communication
- standard procedures specific to communication in a particular context
- applications of social, business and cultural conventions specific to the LOTE being assessed, including:
  - consistent use of forms of address
  - customs, protocols and taboos
  - dialect, idiom, colloquialisms and language conventions

Assessment Conditions

This unit can be used for assessment of any LOTE proficiency. Assessment must include use of scenarios and examples of oral presentations that illustrate diverse skills and strategies for demonstrating proficiency in a LOTE.

Consideration must be given to holistic assessment for this unit. Refer to advice in the Companion Volumes.

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Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPTIS089 Demonstrate complex English proficiency in different subjects and cultural contexts

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages.

Application

This unit describes the skills required to conduct complex, creative, routine and non-routine spoken or signed communication in English, to meet the oral language and communication needs of interpreting in complex settings. It involves applying proficient oral communication skills to conduct negotiations, present information and participate in social and cultural activities.

This unit applies to those working as interpreters in a range of fields or contexts.

There is no direct parity with any formal language proficiency ratings or assessment framework, but this unit broadly relates to International Second Language Proficiency Rating (ISLPR) 4 and 4+.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and industry codes and standards for ethical translating and interpreting adhered to.

Those undertaking this unit would work independently using support resources as required. They would perform complex tasks in a range of contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Translating and interpreting

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Participate in social and cultural activities	1.1 Use English language and language functions appropriate to varied social and cultural activities. 1.2 Adapt and modify communication strategies and language functions according to the situation and participant requirements.
2. Deliver presentations in English	2.1 Present information using sequencing and linguistic linking. 2.2 Deliver presentations in a style relevant to the purpose and objectives, audience characteristics, occasion and venue. 2.3 Support presentations with public speaking techniques.
3. Negotiate and persuade	3.1 Use appropriate courtesy protocols to establish rapport, identify common ground and observe social, cultural and business conventions of English. 3.2 Use a range of English language functions to provide explanations, information, advice and supporting details. 3.3 Use a range of language functions for negotiations. 3.4 Use intonation, voice tone and signalling expressions effectively. 3.5 Use prosodic features, gestures and body language effectively. 3.6 Exchange and agree to information about the subject of negotiation.
4. Provide summaries of complex oral or signed communication	4.1 Make appropriate comments to check and clarify meaning. 4.2 Provide summaries of the purpose and meaning of the original utterance. 4.3 Use communication strategies and English language functions that support immediate and unhindered communication.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

No equivalent unit.

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPTIS089 Demonstrate complex English proficiency in different subjects and cultural contexts

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages.

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified, the candidate must demonstrate evidence of performance of the following on at least two occasions.

- using extended communication skills including verbal skills and non-verbal skills
- using repetition, clarification and paraphrasing techniques to clarify requirements, address problems and conflict, and reassure others

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified, the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- technical English vocabulary required to support specific context of communication
- standard procedures specific to communication in a particular context
- applications of social, business and cultural conventions specific to English, including:
  - consistent use of forms of address
  - customs, protocols and taboos
  - dialect, idiom, colloquialisms and language conventions

Assessment Conditions

Assessment must include use of scenarios and examples of oral or signed presentations and interactions that illustrate diverse skills and strategies for demonstrating proficiency in English.

Consideration must be given to holistic assessment for this unit. Refer to advice in the Companion Volumes.

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Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPTIS090 Interpret as part of a team

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPTIS607A Interpret as part of a team. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice • PC 4.1 split into two

Application

This unit describes the skills required to interpret in collaboration with one or more other interpreters as part of an interpreting team or in relay, observing each other's work and providing practical support to achieve effective communication that satisfies professional and industry standards.

This unit applies to those working as interpreters in both consecutive and simultaneous modes, in dialogue or monologue settings and includes team, tandem and relay interpreting. The presence of multiple interpreters confirms this as a complex setting.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and industry codes and standards for ethical translating and interpreting adhered to.

Those undertaking this unit would work independently and as part of a team, using a broad range of support resources as required, while performing sophisticated tasks in a range of specialised contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Translating and interpreting

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Clarify assignment requirements	1.1 Identify and confirm assignment requirements with client, including conditions of engagement, physical work environment and performance expectations. 1.2 Confirm attributes of team, physical work environment and performance expectations with other team members. 1.3 Negotiate agreed approach to achieve best quality and safest outcomes.
2. Prepare as a team	2.1 Consult as a team to obtain background materials and establish interpreting process. 2.2 Analyse physical work environment and collaborate on required adjustments. 2.3 Seek briefing to assess linguistic requirements and address technical concerns. 2.4 Introduce team to discourse participants and explain role and process of interpreting.
3. Undertake team assignment	3.1 Implement agreed interpreting process and monitor time. 3.2 Rotate interpreting according to industry standards and in line with situation and established techniques. 3.3 Provide support to other team members. 3.4 Monitor other team members' delivery, and prompt and feed to facilitate and enhance colleague and team performance. 3.5 Accept prompts and feeds in a manner that does not compromise delivery.
4. Evaluate team performance	4.1 Discuss performance with team members in a confidential setting. 4.2 Evaluate and note problems encountered and effectiveness of assignment in line with client requirements. 4.3 Consider and implement adjustments to improve future

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	process and outcomes.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPTIS607A Interpret as part of a team.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPTIS090 Interpret as part of a team

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified, the candidate must demonstrate evidence of performance of the following on at least two occasions.

- applying professional and industry standards for team interpreting
- maintaining work health and safety standards
- negotiating agreement on terms and conditions of assignment with team colleagues
- collaborating with team members on research, language requirements and actual work setting
- switching with team colleague in a manner that does not interrupt communication
- using constructive feedback in evaluation of team members' performance

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified, the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- professional techniques and protocols for team rotation
- communication techniques that facilitate interpreting process in a team
- team feedback and evaluation techniques
- limitations of work role, responsibility and professional abilities within team relationship and dynamics
- WHS and risk management principles and practices to ensure team physical safety and comfort
- research methods to collaboratively undertake intense assignment-specific preparation

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Assessment Conditions

Assessment of this unit of competency must include use of case studies, or diverse real or simulated team interpreting assignments and questioning in real and scenario settings.

Consideration must be given to holistic assessment for this unit. Refer to advice in the Companion Volumes.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPTIS091 Use complex education terminology in interpreting (LOTE-English)

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages.

Application

This unit describes the skills required to understand and use advanced education terminology in English and LOTE sufficient to interpret between the two languages in complex dialogue or monologue settings in educational contexts.

This unit applies to those working as interpreters in a range of educational, training and children's services contexts. The interpreter may be required to interact with students and their families, principals, teachers, administrators and pastoral care staff.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and the industry codes and standards for ethical translating and interpreting adhered to.

Those undertaking this unit would work independently using support resources as required, while performing complex tasks in a range of educational contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Translating and interpreting

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Identify the context of educational terminology	1.1 Identify key features of the higher education and training system, including key people and institutions. 1.2 Describe standard procedures specific to communication in educational and classroom contexts. 1.3 Outline the role and responsibilities of interpreters and others in complex educational contexts. 1.4 Identify social, cultural and professional conventions of English and LOTE appropriate to complex educational contexts. 1.5 Identify the educational and developmental consequences of incorrect interpreting in complex educational contexts.
2. Extend understanding of educational terminology	2.1 Research and increase knowledge of complex educational and subject terminology in English and LOTE. 2.2 Spell and produce educational terminology correctly.
3. Use appropriate oral or signed communication in educational contexts	3.1 Receive and understand oral or signed communication using complex English and LOTE educational terminology. 3.2 Seek clarification of correct use and meaning of complex terms and associated processes. 3.3 Use a range of complex English and LOTE educational vocabulary and expressions correctly in interpreting. 3.4 Apply prosodic features, gestures and body language appropriate to the educational and classroom context.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

No equivalent unit.

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPTIS091 Use complex education terminology in interpreting (LOTE-English)

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages.

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified, the candidate must demonstrate evidence of performance of the following on at least two occasions.

- using social, cultural and professional conventions applicable to the languages being used in complex educational and classroom contexts, including:
  - customs, protocols and taboos
  - dialect, idiom, colloquialisms and language conventions
  - social conventions and consistent use of forms of address

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified, the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- principles of education and learning
- education and training institutions, including:
  - senior secondary institutions
  - adult education
  - higher education and tertiary institutions
  - special needs education institutions
- information sources for increasing educational knowledge and terminology
- effective working relationships with teachers, educators, teacher aides and administrators
- learning and behavioural difficulties
- public and private education
- relevant legislation and government policies
- security, confidentiality and duty of care
- WHS relevant to working in educational and classroom contexts

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Assessment Conditions

Practical assessment must take place in the context of real or simulated interpreting.

Consideration must be given to holistic assessment for this unit. Refer to advice in the Companion Volumes.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPTIS092 Use complex health terminology in interpreting (LOTE-English)

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages.

Application

This unit describes the skills required to understand and use health terminology in English and a LOTE sufficient to interpret between the two languages in complex dialogue or monologue settings in specialist health and allied health contexts.

This unit applies to those working as interpreters in a range of specialist health and allied health contexts where health services are provided with direct patient contact involved, or specialist medical topics are discussed. The interpreter may be required to interact with patients, their families and the health professionals working with them.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and industry codes and standards for ethical translating and interpreting adhered to.

Those undertaking this unit would work independently using support resources as required, while performing complex tasks in a range of health contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Translating and interpreting

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Identify the context of health terminology	1.1 Identify key features of the public and private health system, including key people and structures in healthcare. 1.2 Describe standard procedures specific to communication in specialist health and allied health contexts. 1.3 Outline the role and responsibilities of interpreters and others in specialist health and allied health contexts, including obtaining valid consent. 1.4 Identify social, cultural and professional conventions of English and LOTE appropriate to health and allied health contexts.
2. Extend understanding of health terminology	2.1 Identify the fundamental word structure used in complex medical terms. 2.2 Recognise and explain abbreviations for complex health specific terms and associated processes. 2.3 Identify English and LOTE descriptors and euphemisms applicable to diagnosis and communication in healthcare. 2.4 Research and increase knowledge of health and allied health terminology in English and LOTE. 2.5 Spell and pronounce complex health and allied health terminology correctly.
3. Use appropriate oral or signed communication in health contexts	3.1 Receive and understand complex oral or signed instructions, comments and advice using complex English and LOTE health terminology. 3.2 Seek clarification of correct use and meaning of terms and associated processes. 3.3 Use a range of complex English and LOTE health vocabulary and expressions correctly in interpreting. 3.4 Apply prosodic features, gestures and body language in the health context.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

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Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPTIS092 Use complex health terminology in interpreting (LOTE-English)

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages.

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified, the candidate must demonstrate evidence of performance of the following while interpreting in a complex dialogue or monologue setting on at least two occasions.

- using social, cultural and professional conventions appropriate to the languages being used in health and allied health contexts, including:
  - customs, protocols and taboos
  - dialect, idiom, colloquialisms and language conventions
  - social conventions and consistent use of forms of address

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified, the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- anatomy and body systems
- principles of medications and prescriptions
- departments and sections in a hospital
- principles of mental health treatment
- health and allied health specialties
- complex medical conditions and investigations
- complex medical procedures and relevant equipment
- obtaining valid consent to treatment or organ donation
- patient signs and symptoms
- relevant legislation and government policies
- security, confidentiality and privacy
- WHS relevant to working in health contexts, including hygiene and infection control

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Assessment Conditions

Practical assessment must take place in the context of real or simulated interpreting.

Consideration must be given to holistic assessment for this unit. Refer to advice in the companion volumes.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPTIS093 Use complex legal terminology in interpreting (LOTE-English)

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages.

Application

This unit describes the skills required to understand and use complex legal terminology in English and a LOTE sufficient to interpret between the two languages in complex dialogue or monologue settings in specialist legal and policing contexts.

This unit applies to those working as interpreters in a range of complex legal and policing contexts. The interpreter may be required to interact with members of the general public interacting with police, lawyers, the judiciary and court staff.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and industry codes and standards for ethical translating and interpreting adhered to.

Those undertaking this unit would work independently using support resources as required, while performing complex tasks in a range of legal and policing contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Translating and interpreting

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Identify the context of legal terminology	1.1 Identify key features of the legal and judicial system, including key people and structures. 1.2 Describe standard procedures specific to oral communication in formal legal and policing contexts. 1.3 Outline the role and responsibilities of interpreters and others in legal and policing contexts. 1.4 Identify social, cultural and professional conventions of English and LOTE appropriate to legal and judicial contexts. 1.5 Explain the consequences of oral rendition of fixed texts and use of incorrect legal terminology.
2. Extend understanding of legal terminology	2.1 Recognise and explain complex legal terminology and key legal concepts and processes in English and LOTE. 2.2 Establish standard translations for fixed text encountered in policing and judicial contexts that correctly reflect underlying common law principles. 2.3 Research and increase knowledge of complex legal terminology in English and LOTE. 2.4 Spell and pronounce complex legal terminology correctly.
3. Use appropriate oral or signed communication in legal contexts	3.1 Receive and understand oral or signed questions and answers using complex English and LOTE legal terminology. 3.2 Seek clarification of use and meaning of terms and associated processes. 3.3 Use a range of complex English and LOTE legal vocabulary and expressions in interpreting. 3.4 Use prosodic features, gestures and body language appropriate to the legal and policing context.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

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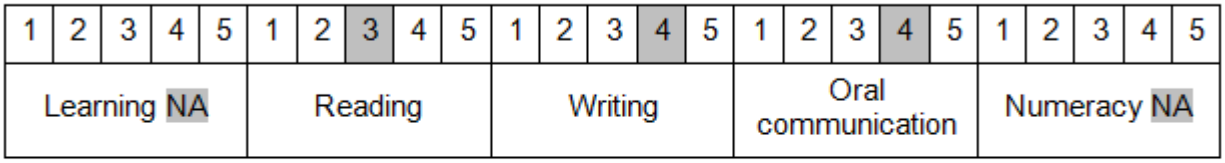
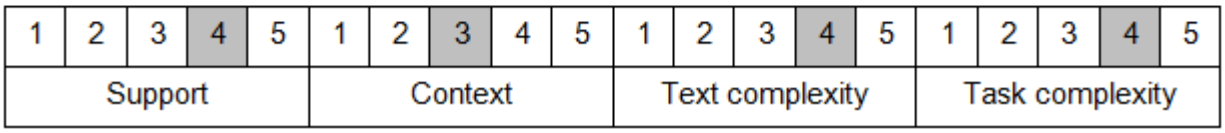
ACSF levels indicative of performance:



Performance variables:



Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

No equivalent unit.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPTIS093 Use complex legal terminology in interpreting (LOTE-English)

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages.

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified, the candidate must demonstrate evidence of performance of the following on at least two occasions.

- using social, cultural and professional conventions applicable to the languages being used in legal and policing contexts, including:
  - customs, protocols and taboos
  - dialect, idiom, colloquialisms and language conventions
  - social conventions and consistent use of forms of address

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified, the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- areas of law
- upper court, review tribunals and complex legal processes
- legal and financial consequences of incorrect interpreting
- hierarchy of courts and tribunals
- key documentation relevant to policing, legal and judicial processes
- legal privilege
- legal systems, including common law and code law
- information sources for increasing legal knowledge and terminology
- legal principles relating to the role of the interpreter, including the right of a defendant to be ‘linguistically present’
- procedures for preparing affidavits and other legal documentation and legal cases
- relevant legislation, government policies and court guidelines
- WHS relevant to working in legal and policing contexts, including personal safety and fatigue

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Assessment Conditions

Assessment of this unit of competency must include interpreting in real or simulated complex dialogue or monologue settings in specialist legal and policing contexts.

Consideration must be given to holistic assessment for this unit. Refer to advice in the companion volumes.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPTIS100 Apply codes and standards to professional judgement

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPTIS603A Apply codes and standards to professional judgement. • Unit code updated • Content and formatting updated to comply with the new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to apply current and relevant standards of professional and ethical behaviour by translators and interpreters in complex settings and interactions. The unit requires knowledge of professional codes of ethics and the development and maintenance of professional judgement. It requires the ability to consider a wide range of professional issues and to reflect on and continuously develop a highly informed approach to practice.

This unit applies to those working as translators and interpreters in a range of complex or specialised settings and contexts.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and industry codes and standards for ethical translating and interpreting adhered to.

Those undertaking this unit would work independently using support resources as required, while performing complex tasks in a range of specialised contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Translating and interpreting

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Research ethical and professional issues	1.1 Maintain detailed knowledge of ethical and professional practice and issues using reliable sources of information. 1.2 Maintain productive professional relationships to facilitate awareness of current issues. 1.3 Monitor and analyse trends to anticipate developments and directions in the field. 1.4 Research industry discussion of professional ethical codes applied to the practitioner role.
2. Develop professional practices and knowledge	2.1 Analyse applicable codes of ethics and conduct and their relationship to work practices and the exercise of professional judgement. 2.2 Integrate developments and trends impacting on professional practice into work performance. 2.3 Identify innovative approaches for maintaining and improving professional judgement and development.
3. Apply professional standards, knowledge and judgment to practice	3.1 Reflect on and evaluate professional practices in work goals and plans. 3.2 Apply and promote ethical standards, codes and practices with clients, colleagues and others. 3.3 Identify and examine factors that impact on professional and ethical decision making and exercise professional judgement in choosing resolution strategies. 3.4 Collaborate in professional relationships to enhance own practice and the provision of peer support. 3.5 Apply standards of ethical practice when contributing to professional debates, forums and providing feedback to colleagues. 3.6 Evaluate quality and success of ongoing professional judgement in meeting planned, professional and career outcomes.

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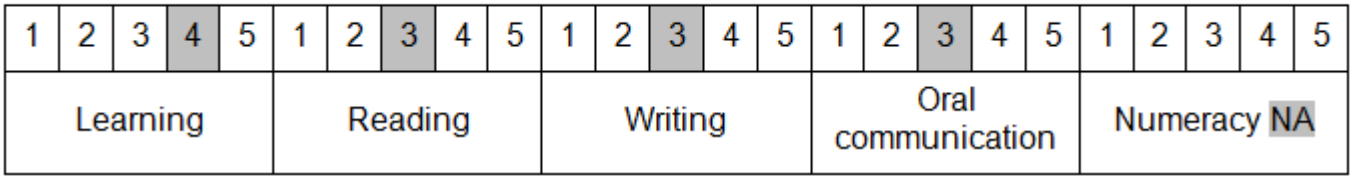
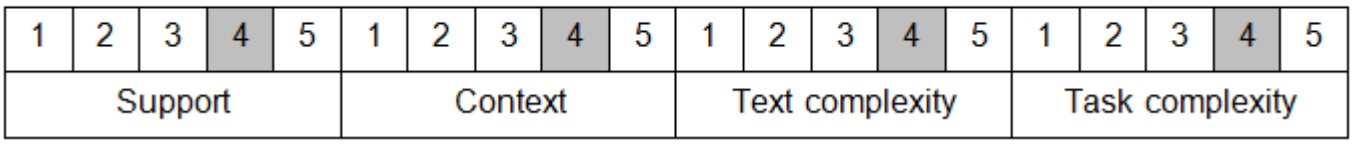
Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels, indicated for successful attainment of the unit.

ACSF levels indicative of performance:



Performance variables:



Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to PSPTIS603A Apply codes and standards to professional judgement.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPTIS100 Apply codes and standards to professional judgement

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified, the candidate must demonstrate evidence of performance of the following on at least two occasions.

- applying critical professional judgement to achieve constructive ethical and strategic work outcomes
- applying ethical codes and standards to practice, including in situations where there are:
  - potential conflicts of interest
  - conflict between client requirements and industry standards
  - tensions between personal and client or colleague values
  - differences in expectations caused by cultural influences
  - dilemmas caused by tensions between personal and professional standards of practice and values
- reflecting on practice and justifying judgements and decisions

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified, the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- industry standards of professional behaviour and presentation relating to practice
- policy, cultural, technological and economic trends impacting on translating and interpreting
- networks relevant to own professional practice
- professional techniques, strategies and responsibilities of translators and interpreters
- types and sources of professional resources

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- ethical issues and their implications for professional judgement and decision making
- relevant professional codes of ethics and conduct

Assessment Conditions

Assessment of this unit of competency must include use of scenarios, case studies, experiences and examples of interactions with colleagues and clients that illustrate issues of professional judgements and ethical decision making.

Consideration must be given to holistic assessment for this unit. Refer to advice in the Companion Volumes.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPTIS101 Negotiate translating and interpreting assignments

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPTIS501A Negotiate translating and interpreting assignments. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice • 1.3 moved to Element 3 • New PC: 2.2 and 3.2

Application

This unit describes the skills required to collect and assess information about the nature and conditions of translating and interpreting assignments, to review personal competence to undertake an assignment and to negotiate an agreed approach to assignments with clients and booking agencies.

This unit applies to those working as translators and/or interpreters in negotiating assignments.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and industry codes and standards for ethical translating and interpreting adhered to.

Those undertaking this unit would work independently using support resources as required, while performing complex tasks in a range of contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Translating and interpreting

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Collect and assess assignment information	1.1 Clarify the scope of assignments with clients, including terms and conditions and any specific requirements. 1.2 Analyse background information for details of the nature and conditions of assignments. 1.3 Identify performance expectations and their implications for undertaking the assignment.
2. Assess ability to complete assignment	2.1 Identify and assess limits and responsibilities and their implications. 2.2 Undertake risk analysis and identify concerns. 2.3 Seek advice to inform decision-making process 2.4 Evaluate personal competence and preparedness to satisfy assignment requirements and areas for negotiation with clients.
3. Respond to assignment proposal	3.1 Provide information to clients or booking agency on terms, conditions and conventions to inform an agreed arrangement. 3.2 Negotiate approach and working and remuneration conditions with clients or booking agency 3.3 Advise client or booking agency of decision to accept or decline the assignment. 3.4 Review decision-making process and record outcomes and agreements for future reference.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the English language performance levels indicated for successful attainment of the unit.

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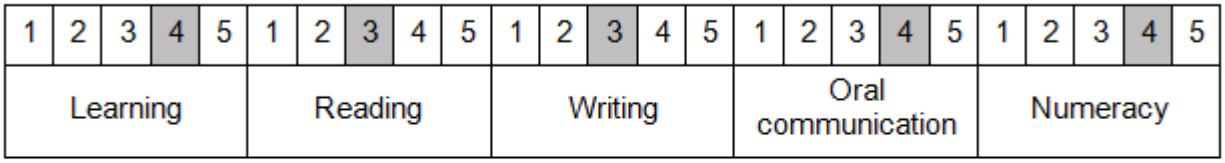
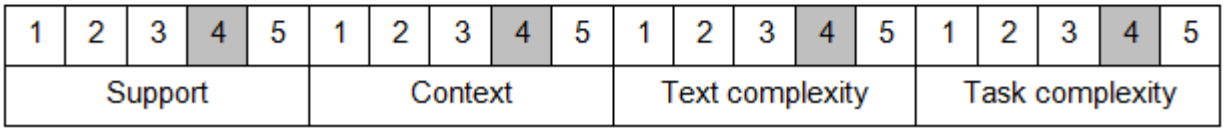
ACSF levels indicative of performance :



Performance variables:



Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

Unit Mapping Information

This unit supersedes and is equivalent to PSPTIS501A Negotiate translating and interpreting assignments.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPTIS101 Negotiate translating and interpreting assignments

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit and consultation with industry

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified, the candidate must demonstrate evidence of performance of the following in undertaking at least two of the assignment types stated in the Range of Conditions.

- calculating chargeable time, direct and indirect costs and contract fees
- discussing translation or interpreting process, desired outcomes and potential difficulties
- identifying implications of working with people from diverse social, cultural and ethnic backgrounds and with diverse levels of communication
- informing clients of translating and interpreting protocols and expectations
- negotiating cross-cultural expectations
- undertaking personal competency mapping

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified, the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- financial, legal and personal risks to client from miscommunication
- personal safety and welfare issues related to specific assignments and potential risks
- professional procedures, ethical practices and business standards applicable to negotiating an assignment
- roles and responsibilities of translators and interpreters and their associated skills
- tools and equipment relevant to project

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Assessment Conditions

Assessment must be gathered to demonstrate negotiated agreements with diverse different client requirements and conditions and with examples of both accepting and declining assignments.

Consideration must be given to holistic assessment for this unit. Refer to advice in the Companion Volumes.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPTRP001 Intercept vehicles and assess vehicle compliance

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages.

Application

This unit describes the skills required to intercept vehicles and undertake vehicle compliance assessments.

This unit applies to those working in road transport regulatory roles who intercept and assess vehicles to determine their compliance with standards and legislative requirements.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently, while performing routine tasks, in a range of familiar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Transport

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used,

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outcomes	further information is detailed in the range of conditions section.
1. Check and use compliance equipment	1.1 Check equipment in accordance with manufacturers' specifications. 1.2 Calibrate equipment to meet legal requirements. 1.3 Operate equipment.
2. Intercept vehicles	2.1 Plan interceptions and procedures with co-workers. 2.2 Select safe locations for each interception. 2.3 Give clear and meaningful signals to drivers of target vehicles to stop their vehicles. 2.4 Comply with agency policy requirements for interception vehicles. 2.5 Prevent injury or damage.
3. Verify identity of drivers and/or responsible operators	3.1 Request drivers and/or responsible operators to identify themselves. 3.2 Record details of identification. 3.3 Verify details with relevant authorities.
4. Assess vehicle compliance with regulatory requirements	4.1 Verify regulatory details and/or records and interpret data. 4.2 Assess compliance with conditions of the authorisation and/or any exemptions and identify non-compliance. 4.3 Maintain operational safety and implement contingency management processes for unplanned events.
5. Act on vehicle non-compliance	5.1 Take action to achieve compliance. 5.2 Inform operators and/or responsible parties of the action, justification for it and any rights of appeal. 5.3 Complete records.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

No equivalent unit

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPTRP001 Intercept vehicles and assess vehicle compliance

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages.

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- using effective communication including interviewing, listening and conflict resolution with a diverse range of people
- reading and interpreting legislation and regulations
- completing documentation, notices, reports and records
- applying public sector legislation, including work health and safety and environmental procedures, in the context of road transport compliance
- undertaking at least three actual or simulated vehicle assessments, on three separate occasions and for different vehicle configurations, where one may be an unladen vehicle
- maintaining operational safety
- enforcing legislation within the limits of the officer's authority

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- legislation, regulations and standards, including load restraint guides
- work health and safety in the context of assessing vehicle compliance
- sanctions and/or penalties
- enforcement powers
- offences
- cautions
- rules of evidence
- standards and specifications for all items requiring inspection
- contingency management processes for unplanned events

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Assessment Conditions

Some components of this unit require assessment in a workplace environment (real or simulated) therefore the unit is not suitable for fully external or electronic based assessment.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPTRP002 Operate weighbridges

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPTRAN405A Operate weighbridges. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to conduct weighbridge operations, including setting up for weighbridge operations, weighing loaded vehicles, weighing unloaded vehicles, measuring axles, finalising weighbridge operations, and completing required records.

This unit applies to those working as private weighbridge operators, public weighbridge operators and transport compliance officers who use weighbridges to determine the weight of vehicles and loads.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently, while performing routine tasks, in a range of familiar contexts.

Successful completion of this unit allows the candidate to meet the legislative requirements that at least one person at any public weighbridge has a Statement of Attainment for the unit.

Competency Field

Transport

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Validate weighbridge operations	1.1 Check operational status of weighbridge, computer and recording systems. 1.2 Validate weighbridge accuracy. 1.3 Maintain inspection and testing records. 1.4 Identify faults and discrepancies in weighbridge operation and initiate corrective action. 1.5 Identify and correct environmental factors likely to affect weighing accuracy.
2. Weigh vehicles	2.1 Direct vehicles likely to exceed weighbridge capacity and dimensions away from weighbridge. 2.2 Set weighbridge to zero before commencing a weighing. 2.3 Direct vehicles onto weighbridge platform and determine weight. 2.4 Enter vehicle weight, vehicle registration and load description into organisational recording system. 2.5 Resolve areas of dispute or forward for further action.
3. Conduct axle measurements	3.1 Assess suitability of weighbridge and approach for axle measurements. 3.2 Complete axle measurements.
4. Complete weighbridge operations	4.1 Complete and issue weighbridge ticket. 4.2 Cancel incomplete weighbridge tickets. 4.3 Secure weighbridge systems, equipment, computer and recording arrangements, and ready them for next shift. 4.4 Maintain and file record of operations.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPTRAN405A Operate weighbridges.

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPTRP002 Operate weighbridges

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- communicating effectively and working collaboratively with others
- reading and interpreting operational instructions, procedures and information relating to weighbridge operations
- following operational instructions and prioritising work
- setting up and maintaining weighbridge equipment
- identifying, selecting and using weighbridge equipment
- monitoring performance of weighbridge equipment
- operating electronic communication equipment
- applying precautions and required action to minimise, control or eliminate hazards that may exist during the conduct of weighbridge operations
- modifying activities depending on differing operational contingencies, risk situations and environments
- operating and adapting to differences in equipment according to standard operating procedures
- reporting or rectifying identified problems, errors or malfunctions that may occur when conducting weighbridge operations
- working systematically with required attention to detail without injury to self or others, or damage to goods or equipment
- selecting and using required personal protective equipment
- determining the net weight from gross and tare measurements

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Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- regulations relevant to the operation of weighbridges, including national measurement legislation
- relevant WHS and environmental protection procedures and guidelines
- workplace policies and procedures for weighbridge operations
- problems that may occur when conducting weighbridge operations and appropriate action that can be taken to resolve the problems
- equipment applications, capacities, configurations, safety hazards and control mechanisms
- records and documentation requirements for weighbridge operations
- classification procedures
- despatch procedures
- calculation method in both metric and imperial systems for determining net mass, and end-and-end and axle measurements of a vehicle
- correct weighing procedures, including statutory and workplace requirements
- emergency response procedures
- site layout
- procedures for completing axle and end-and-end measurements

Assessment Conditions

Some components of this unit require assessment in a workplace environment (real or simulated) therefore the unit is not suitable for fully external or electronic based assessment.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPTRP003 Intercept vehicles and assess driver compliance

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPTRAN407 Intercept vehicles and assess driver compliance. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to intercept vehicles and assess driver compliance with legislative requirements. It includes checking and using equipment, intercepting vehicles, assessing driver compliance and acting on any non-compliances found. Knowledge of driver compliance requirements, chain of responsibility legislation and offences under all applicable legislation must be applied. This includes communicating with drivers, dealing with conflict and maintaining operational safety at all times.

This unit applies to those working in road transport regulatory roles who are authorised under enabling legislation to intercept vehicles and assess driver compliance with regulatory requirements.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently, performing routine tasks in a range of familiar environments.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Transport

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Check and use compliance equipment	1.1 Check equipment in accordance with manufacturers' specifications. 1.2 Calibrate equipment. 1.3 Operate equipment.
2. Intercept vehicles	2.1 Plan interceptions and procedures with co-workers to ensure compliance. 2.2 Select safe locations for each interception. 2.3 Give clear and meaningful signals to drivers of target vehicles to stop their vehicles. 2.4 Comply with agency policy requirements for intercepting vehicles. 2.5 Follow work health and safety requirements to prevent injury or damage.
3. Assess driver compliance	3.1 Verify required driver records. 3.2 Report the nature of any offences to the driver. 3.3 Maintain operational safety at all times. 3.4 Implement contingency management processes for any unplanned events.
4. Act on driver non-compliance	4.1 Undertake action to achieve compliance. 4.2 Inform operators and/or responsible parties of the action, justification for it and any rights of appeal. 4.3 Complete necessary records.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

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Unit Mapping Information

This unit supersedes and is equivalent to PSPTRAN407 Intercept vehicles and assess driver compliance.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPTRP003 Intercept vehicles and assess driver compliance

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- questioning and negotiating in sometimes difficult situations
- informing and explaining offences and penalties
- checking equipment
- reading complex legislation, regulations and standards
- completing required paperwork
- applying requirements from legislation, regulations, policies and standards to assess driver compliance
- intercepting vehicles and assessing driver compliance in actual or simulated circumstances on at least three separate occasions or in three different situations
- adhering to legal, ethical and organisational requirements relating to the interception of vehicles and assessment of driver compliance
- enforcing legislation within the limits of the officer’s authority

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- organisational policies and procedures
- legislation and regulations
- operational safety in the context of assessing compliance
- enforcement powers

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- sanctions and/or penalties
- offences
- cautions and/or warnings

Assessment Conditions

Some components of this unit require assessment in a workplace environment (real or simulated) therefore the unit is not suitable for fully external or electronic based assessment.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPTRP004 Conduct detailed vehicle inspections

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPTRAN408 Conduct detailed vehicle inspections. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to conduct and document vehicle inspections undertaken at an authorised inspection location. It includes preparing for inspections, determining correct vehicle dimensions and configurations, recording, reviewing, reporting and acting on inspection findings.

This unit applies to those working in road transport regulatory roles who are authorised under enabling legislation to conduct detailed vehicle inspections at an authorised inspection location to confirm vehicle compliance and serviceability and/or roadworthiness.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently in consultation with others, performing routine task in a familiar context.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Transport

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare for detailed inspections	1.1 Identify types of inspections. 1.2 Assess sites with regard to personal safety and the safety of others. 1.3 Identify and confirm scope and detailed requirements of each inspection with relevant personnel. 1.4 Check and confirm as operational materials and equipment required to conduct inspections. 1.5 Access and interpret information from relevant sources to enable inspections.
2. Conduct detailed inspections	2.1 Access and review motor vehicle documentation to establish key information on the vehicles under inspection. 2.2 Verify vehicle identity for each vehicle inspected. 2.3 Carry out vehicle inspections using approved methods and equipment, taking into consideration the specifications and tolerances relative to each vehicle. 2.4 Identify, examine, measure and test vehicle structure and components as necessary. 2.5 Observe work health and safety legislation, codes of practice, policies and procedures during the inspection. 2.6 Identify and record vehicle non-compliances.
3. Determine correct vehicle dimensions and/or configurations	3.1 Reference guidelines as necessary for comparison with inspection findings. 3.2 Interpret information and follow procedures.
4. Record and review inspection findings	4.1 Obtain, complete and keep required documentation and evidence. 4.2 Conduct, consultations with stakeholders to verify accuracy and validity of findings as required. 4.3 Assess findings for non-compliance.
5. Report and act on findings	5.1 Report inspection findings to relevant person/s. 5.2 Provide supporting information and explanations as

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	required. 5.3 Prepare and file documentation and records. 5.4 Identify, report and act on issues arising from inspections which require further action.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPTRAN408 Conduct detailed vehicle inspections.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPTRP004 Conduct detailed vehicle inspections

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- consulting with stakeholders to verify findings
- reading complex legislation, guidelines and manufacturer's specifications
- interpreting information and procedures
- recording findings and preparing reports
- referencing guidelines when required
- using observation and analysis
- applying public sector legislation, including work health and safety and environmental procedures, in the context of conducting detailed vehicle examinations
- using compliance equipment and technology
- using detailed inspection methodologies, including safe work practices
- measuring and comparing with tolerances
- conducting at least three detailed vehicle inspections, on separate occasions or for three different situations at an actual or simulated authorised inspection location
- adhering to legal, ethical and organisational requirements relating to the conduct of detailed vehicle inspections

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- organisational policies and procedures

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- National Transport Commission guidelines
- vehicle components and procedures
- legislation and regulations, including Australian Design Rules
- powers of transport inspector and/or authorised officer under jurisdictional legislation
- functions and roles of other professionals involved
- principles of risk management
- work health and safety in the context of conducting detailed vehicle examinations

Assessment Conditions

Some components of this unit require assessment in a workplace environment (real or simulated) therefore the unit is not suitable for fully external or electronic based assessment.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPTRP005 Pilot or escort oversize and/or over-mass vehicles

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPTRAN409 Pilot or escort oversize and-or over-mass vehicles. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to undertake pilot or escort duties in the movement of oversize and/or over-mass vehicles. It includes preparing pilot and/or escort vehicles or operations, confirming pilot and escort requirements, using pilot and escort communication and maintaining records. Work is carried out in compliance with licence or permit requirements and state/territory regulations relating to piloting and escorting of oversize and/or over-mass vehicles.

This unit applies to those working in road transport regulatory roles who are authorised to pilot and escort oversize and/or over-mass vehicles.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit independently in consultation with others, performing routine tasks in a range of familiar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Transport

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Prepare pilot and escort vehicles for operations	1.1 Identify maintenance needs of pilot and/or escort vehicles and associated equipment from maintenance schedules or reports of faults. 1.2 Carry out minor maintenance on vehicles in accordance with manufacturers' specifications. 1.3 Prepare pilot and/or escort vehicles and associated equipment for operations to manufacturers' specifications. 1.4 Complete post-maintenance inspections and tests. 1.5 Record identified faults, repairs and the outcomes of inspections.
2. Confirm pilot and escort requirements	2.1 Consult with transport companies whose vehicles are scheduled for escort to confirm requirements. 2.2 Confirm authorisation/s for pilot and escort operators as current. 2.3 Verify required permits for completeness and accuracy and inspect all vehicles and drivers to ensure compliance with permits. 2.4 Advise the permit holder of the results of the checks and address any non-compliance before operations begin. 2.5 Brief convoys and give instructions and directions on pilot or escort operations.
3. Conduct pilot and/or escort operation	3.1 Implement required vehicle positioning, traffic warning and directional signalling procedures to enable safe passage of the load. 3.2 Operate safety equipment and position roadside obstacles to ensure safe passage of the load. 3.3 Take precautions to ensure that convoy personnel are aware of road and other conditions that may impact on load and vehicle security. 3.4 Prepare contingency and emergency plans to enable unexpected events to be handled safely. 3.5 Undertake required liaison with authorities.
4. Use pilot and escort	4.1 Operate communications equipment and resources in accordance

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communication	with manufacturers' specifications. 4.2 Transmit and receive messages. 4.3 Establish backup communication strategies and inform personnel involved of operating and coordination procedures. 4.4 Use alternative communication strategies to communicate messages in response to communications failures and problems.
5. Maintain records	5.1 Complete journey documentation. 5.2 Maintain records on oversize and over-mass vehicle movements. 5.3 Report damage and other incidents to authorities.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPTRAN409 Pilot or escort oversize and-or over-mass vehicles.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPTRP005 Pilot or escort oversize and/or over-mass vehicles

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- receiving and transmitting messages during operations
- using required communication protocols
- working collaboratively with others in the convoy when piloting or escorting vehicles
- addressing problems arising during pilot or escort operations
- implementing contingency plans for unexpected events during pilot or escort operations
- preparing vehicles for escort
- keeping to planned schedule of operations
- reading and interpreting permits, signs, procedures and manufacturers specifications
- completing documentation and records relating to the movement of oversize and over mass vehicles
- interpreting and following instructions
- minimising, controlling or eliminating hazards that may exist in pilot or escort operations
- modifying activities depending on operational contingencies, risk situations and environments
- complying with regulatory requirements, organisational policies and procedures
- operating electronic communication equipment
- operating communication signage and other communication resources required during pilot or escort operations
- piloting and escorting oversize and over-mass vehicles on at least three separate occasions or in three different situations (actual or simulated)

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- communicating clearly and precisely using required protocols, including at least one instance where alternative strategies are required in response to communication failures and problems
- adhering to legal, ethical and organisational requirements relating to pilot and escort duties

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- road rules, regulations, permit and licence requirements of state/territory roads and traffic authorities pertaining to the piloting and escorting of oversize and over-mass loads
- safe, low-risk driving strategies
- situational awareness
- pre-departure checks required for vehicles, communication equipment and procedures, and signage
- factors which may cause traffic delays and diversions and related action that can be taken by a driver
- pre-departure planning for delays and diversions
- fatigue management
- procedures to be followed in the event of a driving and/or piloting and/or escort emergency
- documentation requirements for piloting and escorting oversize and or over-mass vehicles

Assessment Conditions

Some components of this unit require assessment in a workplace environment (real or simulated) therefore the unit is not suitable for fully external or electronic based assessment.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPTRP006 Undertake access assessments and approvals

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPTRAN410 Undertake access assessments and approvals. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to undertake assessments of vehicles in relation to their access to the road network and to provide approvals and permits allowed under specific sections of legislation. It includes providing access to information, assessing and approving applications and issuing or refusing permits. Providing approvals, conditions and permits for individuals and transport companies to access certain routes.

This unit applies to those working in road transport regulatory roles requiring detailed knowledge of gazetted routes and vehicle compliance requirements to be able to assess access applications and provide information on the feasibility and requirements of proposed routes.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently in consultation with others, performing routine tasks in a range of familiar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Transport

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Provide access information	1.1 Use effective communication techniques to obtain client information about loads to be moved, intended origins and destinations, proposed restricted access vehicles to be used and proposed routes. 1.2 Source information on road network access, permit requirements and conditions relating to the proposed routes in relation to the intended vehicles and loads. 1.3 Provide information to clients on the feasibility and conditions of using proposed routes with reference to state and/or territory access conditions and restrictions for restricted access vehicles. 1.4 Suggest alternate routes if necessary to assist clients to achieve their objectives whilst complying with restrictions. 1.5 Manage communication difficulties or refer for assistance.
2. Assess and approve applications	2.1 Assess applications for network access in relation to the proposed restricted access vehicles, their loads and intended routes. 2.2 Assess other issues in relation to applications. 2.3 Undertake liaison with other authorities or sections using required protocols, if proposed routes have implications for their jurisdictions. 2.4 Refer applications for route surveys if assessment determines that this is required. 2.5 Approve applications for access that meet permit requirements for restricted access vehicles. 2.6 Process emergency approvals.
3. Issue or refuse permits	3.1 Identify correct permits for each approved application. 3.2 Confirm conditions with the applicant dependant on the type of permit to ensure understanding of all restrictions. 3.3 Complete documentation and issue valid permits to reflect approval decisions. 3.4 Refuse permits for applications that are not approved, provide reasons and suggest alternatives if feasible.

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Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPTRAN410 Undertake access assessments and approvals.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPTRP006 Undertake access assessments and approvals

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- eliciting requirements
- providing and explaining information
- clarifying and confirming understanding
- explaining information that meets applicants' needs
- maintaining up-to-date knowledge of gazetted routes and network access requirements
- reading and understanding legislation, regulations, conditions and restrictions
- interpreting access requirements in relation to different categories of restricted access vehicles
- meeting organisational requirements in relation to timeliness of responding to permit applications and providing emergency approvals
- undertaking at least three actual or simulated network access assessments on three separate occasions or for three different situations
- undertaking at least one application that is not routine and requires alternatives to be suggested and/or refusal of a permit

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- state and territory legislation, policy, procedures and guidelines relating to road network access

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- conditions and restrictions on vehicle configurations, dimensions and loads in relation to network access and vulnerable assets
- gazetted routes
- permits and notices
- client service standards
- political awareness regarding applications, approvals and permits
- community needs in relation to restricted access vehicles road use
- public sector legislation and codes of practice particularly those dealing with privacy, diversity, environmental and work health and safety requirements

Assessment Conditions

Some components of this unit require assessment in a workplace environment (real or simulated) therefore the unit is not suitable for fully external or electronic based assessment.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPTRP007 Provide information on vehicle configuration compliance

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPTRAN411 Provide information on vehicle configuration compliance. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to provide compliance information on vehicle configurations to transport industry clients. It includes identifying client information requirements, providing detailed compliance information to clients and confirming client understanding. This requires knowledge of legislation, conditions and restrictions on vehicle configurations and loads and the requirements for inspections and permits for particular vehicle configurations.

This unit applies to those working in road transport regulatory roles who are required to explain the conditions and restrictions applying to vehicle configurations for the movement of loads.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently in consultation with others, performing routine tasks in a range of familiar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Transport

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Identify client information requirements	1.1 Greet clients and establish any special client circumstances using communication suited to the particular client. 1.2 Obtain information from transport industry clients about the loads to be moved, the intended origins and destination, vehicles and routes. 1.3 Manage communication difficulties or refer for assistance.
2. Provide detailed compliance information to clients	2.1 Explain types of configurations and load requirements in relation to the loads being moved. 2.2 Detail conditions and restrictions for configurations, loads and dimensions in relation to the proposed loads and routes. 2.3 Provide information on any requirements for inspections, permits and notices in accordance with regulations of road traffic authorities. 2.4 Provide information in a form that suits the purpose and circumstances of the enquiry.
3. Confirm client understanding	3.1 Obtain confirmation that the client has received sufficient information to ensure compliance when determining vehicle configurations for particular loads. 3.2 Confirm client knowledge of inspection and permit requirements in relation to the loads being moved. 3.3 Maintain confidentiality.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPTRAN411 Provide information on vehicle configuration compliance.

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPTRP007 Provide information on vehicle configuration compliance

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- building rapport
- eliciting requirements
- providing and explaining information
- clarifying and confirming understanding
- choosing the form, content and amount of information to meet enquirer's needs and ensure compliance
- maintaining up-to-date knowledge of compliance requirements
- reading and understanding complex legislation and regulations
- interpreting guidelines and design rules
- dealing with difficult situations
- accessing up-to-date information
- providing accurate compliance information on at least three actual or simulated occasions for three different situations including dealing with at least one difficult client and one complex information request
- adhering to legal, ethical and organisational requirements relating to the provision of compliance information

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

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- types of vehicle configurations
- conditions and restrictions on configurations, dimensions, loads and network access
- requirements for inspections and permits
- conditions for Performance Based Standards (PBS) assessed vehicles
- client service standards
- public sector legislation and codes of practice particularly those dealing with privacy, diversity, environmental and work health and safety requirements

Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPTRP008 Operate within the regulatory framework for road transport compliance

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPTRAN502 Operate within the regulatory framework for road transport compliance. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to undertake road transport regulation in both operational and office environments. It includes maintaining up-to-date knowledge of the road transport industry and the regulatory framework for road transport compliance, in order to develop industry relationships and operate effectively within the industry on behalf of road transport regulator/s.

This unit applies to those working in road transport regulatory roles who undertake a diverse range of duties that contribute to the enforcement of road transport legislation and related requirements.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently in consultation with others, performing complex tasks in a range of contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Transport

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Explore the regulatory framework for road transport compliance	1.1 Identify and discuss key provisions of laws governing road transport regulation to ensure a common understanding with other enforcement officers. 1.2 Verify powers of authorised officers to ensure clear understanding and consistent application in the regulatory environment. 1.3 Exchange information with other road transport regulatory staff to ensure consistency within and across regulators. 1.4 Identify the purpose of enforcement activities. 1.5 Establish punitive and other measures available to authorised officers and determine the circumstances relating to their use. 1.6 Research the role and purpose of vehicle accreditation schemes, identify key commonalities and differences and determine their impact on the regulatory role.
2. Develop and maintain up-to-date knowledge of the road transport industry	2.1 Research and update information on the road transport industry, its operators and major stakeholders to remain current with industry issues affecting regulatory officer roles and responsibilities. 2.2 Identify parties in the transport chain and clarify their roles and responsibilities. 2.3 Monitor logistics trends and major changes in road transport operations and technology and discuss and confirm any regulatory implications. 2.4 Monitor changes in road transport regulatory arrangements and access available information, awareness sessions and training to maintain knowledge and skill base.
3. Work with other stakeholder agencies	3.1 Identify other agencies with overlapping responsibilities for road transport compliance and enforcement and establish and maintain relationships. 3.2 Develop strategies to share information with stakeholder agencies in accordance with level of authority, to reduce the incidence and extent of non-compliance in the industry. 3.3 Provide and receive assistance, information and referrals to and

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	from other agencies in accordance with their regulatory powers and sphere of operation. 3.4 Develop and maintain effective partnerships and intelligence networks.
4. Establish and maintain industry relationships	4.1 Identify road transport industry organisations and establish and maintain formal and informal lines of communications. 4.2 Gain and maintain trust and confidence through high standards of ethical practice. 4.3 Provide information and assistance to the road transport industry and other key stakeholders to promote understanding of legislation, compliance standards, accreditation and access requirements. 4.4 Represent and promote interests and requirements of the regulator using strategies tailored to the particular industry organisation. 4.5 Seek and use feedback to improve services and regulatory outcomes.

Foundation Skills

The foundation skills demands of this unit have been mapped for alignment with the Australian Core Skills Framework (ACSF). The following tables outline the performance levels indicated for successful attainment of the unit.

ACSF levels indicative of performance :

1	2	3	**4**	5	1	2	3	4	**5**	1	2	3	4	**5**	1	2	3	**4**	5	1	2	3	4	5
Learning					Reading					Writing					Oral communication					Numeracy NA					

Performance variables:

1	2	3	**4**	5	1	2	3	**4**	5	1	2	3	4	**5**	1	2	3	4	**5**
Support					Context					Text complexity					Task complexity				

Further information on ACSF and the foundation skills underpinning this unit can be found in the Foundation Skills Guide on the GSA website.

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Unit Mapping Information

This unit supersedes and is equivalent to PSPTRAN502 Operate within the regulatory framework for road transport compliance.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPTRP008 Operate within the regulatory framework for road transport compliance

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- networking and building relationships with other regulatory agencies and road transport organisations
- explaining information on compliance and enforcement matters
- using industry terminology
- accessing and using road transport regulatory information and standards
- reading and understanding complex legislation and standards
- working ethically and in accordance with legislation
- researching information, accessing legislation and standards and monitoring changes in industry information
- establishing relations and working with other regulatory agencies and industry organisations on at least three actual or simulated occasions or for three different situations
- adhering to legal, ethical and organisational requirements relating to working with other organisations and representing the regulator

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- overview of the road transport industry in Australia including future trends in logistics
- key participants and stakeholders in the road transport industry
- parties in the transport chain

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- key provisions, powers and measures in laws governing road transport regulation
- drivers for efficiencies and development of green skills in the road transport industry
- voluntary and mandatory accreditation schemes

Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPTRP009 Provide vehicle technical advice

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPTRAN504 Provide vehicle technical advice. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to provide vehicle technical advice in response to enquiries from police, other agencies and the general public or for court proceedings or coronial enquiries. It includes interpreting detailed vehicle inspection data and forming and providing an opinion based on the analysis of that data. Opinions and advice may be sought by and provided to the police, other agencies, coroners or the courts.

This unit applies to those working in road transport regulatory roles who have technical expertise.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work autonomously, consulting others as required, performing complex tasks in a range of contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Transport

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Obtain and interpret detailed inspection data	1.1 Gather, and record inspection data and other relevant information and confirm as valid and authentic. 1.2 Analyse and interpret information to assist in the identification of issue/s. 1.3 Handle information legally and ethically.
2. Undertake technical research	2.1 Identify and access standards and specifications related to the issues. 2.2 Undertake research on all the information gathered during detailed vehicle inspections. 2.3 Seek advice to clarify any unclear findings. 2.4 Report and present research findings in language, style and format to suit the intended audience. 2.5 Provide supporting information and explanations as required by the requesting party.
3. Form and provide opinions	3.1 Identify and evaluate options related to the provision of advice. 3.2 Form and document an opinion that is logical, reasoned and defensible. 3.3 Offer opinions on actions to be taken in response when required. 3.4 Provide a comprehensive report supporting opinions reached, to meet requesting agency requirements.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPTRAN504 Provide vehicle technical advice.

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPTRP009 Provide vehicle technical advice

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- gathering and presenting information
- tailoring information to suit the needs of diverse audiences
- researching, interpreting and analysing information and data
- reading and understanding complex legislation
- writing reports of varying complexity depending on the intended audience
- forming and providing expert opinions
- applying public sector legislation including work health and safety and environmental procedures in the context of providing vehicle technical advice
- assessing vehicle standards
- using diagnostic techniques
- using personal computer, internet, word processing and databases for research, analysis and interpretation
- providing vehicle technical advice relating to three actual or simulated situations on separate occasions or for three different vehicle situations
- undertake technical research directly related to the vehicle technical advice required
- forming opinions that are supported with detailed inspection data and research findings

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

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- specialist technical knowledge of areas addressed
- state and territory and Commonwealth legislation and regulations
- Australian Design Rules (ADRs), Australian Vehicle Standards Rules (AVSR), modification codes, vehicle standards, manufacturers' standards, related international standards
- chain of evidence/rules of evidence provisions
- written off vehicle register (WOVR)
- work health and safety relating to the provision of specialist vehicle technical advice
- court requirements relating to the provision of vehicle technical advice

Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPWPI001 Evaluate workplace legislative compliance

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPWPI501B Evaluate workplace legislative compliance. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to determine compliance, breaches and risks to workers or the work environment. This includes acting to minimise risks to workers, the public and/or the work environment and to record non-compliance. It includes identifying issues relevant to the organisation's jurisdiction, assessing workplaces for non-compliance, advising on control measures and implementing compliance activities.

This unit applies to those working to inspect and evaluate workplaces to ensure compliance with legislation.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently performing complex tasks in a range of familiar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Workplace inspection

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Identify issues relevant to the organisation's jurisdiction	1.1 Confirm jurisdictional boundaries and powers. 1.2 Carry out identification of defined areas. 1.3 Identify issues relating to workers, work environment and/or public.
2. Assess workplace for non-compliance	2.1 Assess and prioritise issues relating to workers, public and/or work environment against legislative requirements. 2.2 Identify, assess and record non-compliance and possible breaches. 2.3 Refer any issues beyond own level of competence to the appropriate sources for follow-up action.
3. Advise on control measures	3.1 Identify a range of control measures having regard to current standards. 3.2 Determine a practicable solution to achieve compliance.
4. Implement compliance activity	4.1 Implement compliance activity. 4.2 Evaluate effectiveness of selected compliance activity and report.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPWPI501B Evaluate workplace legislative compliance.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPWPI001 Evaluate workplace legislative compliance

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- engaging in communication to provide advice on legislation relevant to compliance, using complex exchanges of oral information
- interpreting, analysing and explaining complex and formal documents, including legislation and its application to clients' situations
- using mediation and/or negotiation
- undertaking conflict resolution
- using analysis to interpret test results
- using equipment and technology
- evaluating workplace legislative compliance in 3 or more contexts or on 3 or more occasions

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- principal legislation, including work health and safety, workers compensation, injury management and workplace relations
- performance standard in the legislation
- impact of hazards and/or issues on persons
- strengths and weaknesses of possible control measures and the reasons for choosing practicable solution
- industry practices

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- organisational policies and procedures related to compliance activities
- principles of risk management, including hierarchy of controls
- technical features associated with hazards and potential risks as these relate to jurisdictional issues

Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPWPI002 Facilitate improvement in workplace legislative performance

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPWPI502B Facilitate improvement in workplace legislative performance. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to facilitate the introduction, management and evaluation of change in the work environment to improve workplace health and safety (WHS) and/or workers compensation and/or injury management and/or workplace relations. It includes facilitating the development and implementation of workplace improvement strategies, and reviewing the effectiveness of workplace improvements.

This unit applies to those working to facilitate improvement to workplaces to ensure compliance with legislation.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently performing complex tasks in a range of familiar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Workplace inspection

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Facilitate the development of workplace improvement strategies	1.1 Identify and consult stakeholders when facilitating workplace improvements. 1.2 Identify if future trends and stakeholder needs are consistent with the organisation's priorities. 1.3 Facilitate processes for improving workplace legislative compliance in collaboration with stakeholders.
2. Facilitate implementation of workplace improvements	2.1 Provide advice to stakeholders on the requirements for effective workplace improvements. 2.2 Provide guidance and support to assist implementation of workplace improvements.
3. Review effectiveness of workplace improvements	3.1 Evaluate the mechanisms for monitoring workplace improvements with stakeholders. 3.2 Communicate the outcomes of monitoring and evaluation to internal and/or external stakeholders. 3.3 Monitor and evaluate the impact of workplace improvement strategies on stakeholders and reflect results in future improvement activities.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPWPI502B Facilitate improvement in workplace legislative performance.

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPWPI002 Facilitate improvement in workplace legislative performance

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- applying risk management principles
- undertaking research and analysis
- communicating and influencing in order to facilitate change in the workplace
- reading and explaining complex and formal documents, including legislation and their application to clients' situations
- providing advice and participating in discussions involving complex exchanges of oral information
- facilitating improvement in workplace legislative performance in 3 or more contexts or on 3 or more occasions.

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- work health and safety and/or workers compensation and/or injury management and/or workplace relations legislation, policies and requirements
- risk management principles
- change management processes

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Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPWPI003 Investigate possible breaches of workplace legislation

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPWPI503C Investigate possible breaches of workplace legislation. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to conduct investigations into a range of workplace contexts specifically relating to work health and safety (WHS), workers compensation, injury management and/or workplace relations legislation. It includes conducting an initial assessment of the situation, examining the available evidence, identifying potential witnesses, recording initial statements, assessing investigation material and information gathered, conducting formal interviews, and completing an investigation report.

This unit applies to those working as investigators conducting workplace investigations into possible breaches of a range of workplace legislation, which may arise as a result of complaints, incidents or targeted campaigns.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently performing complex tasks in a range of familiar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Workplace inspection

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Conduct initial assessment of situation	1.1 Identify type of investigation or situation. 1.2 Assess situations with regard to personal safety and the safety of others, and put safeguards in place. 1.3 Contact persons involved. 1.4 Establish and maintain integrity of situation.
2. Initiate and conduct investigations	2.1 Issue instructions to persons involved. 2.2 Identify and access resources required before conducting the investigation.
3. Examine the situation	3.1 Record details of the situation and all those involved in possible breach. 3.2 Locate, collect, package, record, label and store potential evidence to ensure preservation of integrity of evidence and for further examination in line with the rules of evidence. 3.3 Document the reasons and justification if no breach has occurred or no action is to be taken. 3.4 Recommend appropriate action if breach is confirmed, within the officer's discretion. 3.5 Maintain record of evidence.
4. Identify potential witnesses and record initial statements	4.1 Identify potential witnesses and record their details. 4.2 Take statements.
5. Assess investigation material and gathered information	5.1 Review information and evidence gathered against legislation and other relevant material. 5.2 Evaluate information and evidence relevance and strength of proof. 5.3 Identify, prioritise and schedule further proofs for action. 5.4 Obtain further evidence when required.
6. Conduct formal interviews	6.1 Conduct interview. 6.2 Review and clarify information to ensure its relevance and

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	sufficiency prior to concluding the interview. 6.3 Complete a record of the interview.
7. Complete investigation report	7.1 Compile report. 7.2 Forward report to appropriate personnel for review and action. 7.3 Gather and compile additional information and evidence identified in report. 7.4 Forward final report through appropriate channels for processing.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPWPI503C Investigate possible breaches of workplace legislation.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPWPI003 Investigate possible breaches of workplace legislation

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- undertaking legal research
- evaluating information in investigating breaches
- applying principles of natural justice and procedural fairness
- applying legislative requirements and organisational policies and procedures in all investigations
- applying risk management principles to investigative procedures, including personal safety
- negotiating
- dealing with conflicting information
- dealing with conflict
- interviewing and questioning
- ensuring due consideration of information and evidence
- planning and organising skills to ensure the coordinated and thorough investigation of possible breaches of workplace legislation
- decision-making to reflect deliberation of the evidence and the risk assessment
- undertaking comprehensive planning of investigative responses
- conducting detailed examination of potential or reported breaches
- preparing resources required to conduct investigations
- carrying out diverse information-gathering activities to substantiate recommendations

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Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- federal and state workplace legislative framework applying to workplace inspections, including legislation relating to work health and safety and workplace relations
- risk management principles relating to personal and workplace safety
- common law principles applying to inspection of workplaces
- powers of workplace inspectors under jurisdictional legislation
- functions and roles of other professionals and experts who may be called in to advise on possible breaches or to act as witnesses
- organisational investigation procedures
- rules of evidence and evidence management

Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPWPI004 Improve compliance through industry partnerships

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPWPI601B Improve compliance through industry partnerships. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to establish and maintain effective industry partnerships to improve workplace health and safety and/or workers compensation and/or injury management and/or workplace relations performance, to achieve legislative compliance and educate and to assist stakeholders to improve workplaces. It includes identifying industry partners, undertaking partnership activities, and monitoring and reviewing partnering activities.

This unit applies to those working to develop partnerships within industry to improve compliance with legislation.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently performing complex tasks in a range of familiar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Workplace inspection

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Identify industry partners	1.1 Evaluate options for industry partnerships in terms of likely effectiveness, and determine potential partners. 1.2 Establish communication with partner/s to explore viability of partnership. 1.3 Negotiate and establish the nature and duration of partnership. 1.4 Define and agree upon respective roles and activities of partnership.
2. Undertake partnership activities	2.1 Develop and agree upon a plan for cooperative partnering. 2.2 Develop and incorporate options and specific proposals for improving performance in workplace legislative compliance. 2.3 Implement options in accordance with partnering plan.
3. Monitor and review partnering activities	3.1 Evaluate effectiveness of partnering activities. 3.2 Use evaluation results to modify outcomes of joint activities. 3.3 Communicate value, effectiveness and outcomes of partnering arrangements to internal and external clients.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPWPI601B Improve compliance through industry partnerships.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPWPI004 Improve compliance through industry partnerships

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- applying legislative requirements and organisational policies and procedures in all investigations
- applying risk management principles
- using communication methods and strategies, including negotiation and dealing with conflicting information
- applying observation and analysis
- engaging in team work
- development of industry partnerships to improve compliance

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- risk management principles
- powers of inspectors under jurisdictional legislation
- functions and roles of other professionals and experts
- legislative requirements
- organisational investigations procedures

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Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPWPI005 Investigate complex issues

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPWPI602B Investigate complex issues. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to research, plan and conduct investigations of workplace health and safety and/or workers compensation and/or injury management and/or workplace relations matters which may be complex and/or have potential to attract a high level of community interest. It includes researching the scope of the investigation, determining investigation issues, planning and conducting the investigation, analysing information gathered during the investigation and compiling a report.

This unit applies to those working as workplace inspectors conducting investigations into possible breaches of a range of workplace health and safety legislation, which has the potential to attract a high level of community interest.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently performing complex tasks in a range of familiar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

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Competency Field

Workplace inspection

Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Research the scope of the investigation	1.1 Conduct research on industry or issue to determine initial degree of complexity and throughout the investigation. 1.2 Identify inter-organisation relationships to determine jurisdiction. 1.3 Determine the scope of the investigation in accordance with research data, and ensure that planning and implementation of the investigation are congruent with this scope.
2. Determine investigation issues	2.1 Identify major investigation issues and stakeholders. 2.2 Identify barriers to investigation and implement solutions. 2.3 Determine potential for external interest or involvement and deal with it.
3. Plan and conduct investigation	3.1 Determine the steps required to conduct the investigation. 3.2 Identify and obtain resources required. 3.3 Establish the investigation's timeframe and conduct the investigation.
4. Analyse information gathered during the investigation	4.1 Analyse information to identify relevant issues, inter-relationships, trends and potential impact on stakeholders and on similar industries. 4.2 Determine and document findings of the analysis.
5. Compile report	5.1 Report results of analysis of information. 5.2 Use the findings from analysing information to provide advice or develop policies or solutions which meet client needs or organisation requirements.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

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Unit Mapping Information

This unit supersedes and is equivalent to PSPWPI602B Investigate complex issues.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPWPI005 Investigate complex issues

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- conducting investigations relating to legislative compliance
- comprehending complex written information
- writing reports and recommendations requiring precision of expression
- planning
- providing justification for scope and congruency decisions, and estimating impact on similar industries
- using communication and conflict resolution
- applying time management, planning, process mapping and decision making
- adapting to changing circumstances and making decisions
- investigating of complex issues in 3 or more contexts or on 3 or more occasions

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- principal legislation, including work health and safety, workers compensation, injury management and workplace relations
- performance standard in the legislation
- impact of hazards on persons
- industry practices
- organisational policies and procedures related to compliance activities and reporting

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- principles of risk management including hierarchy of controls
- technical features associated with hazards and potential risks as these relate to jurisdictional issues
- investigation methodology techniques and management tools
- basic understanding of the Australian legal system
- aspects of civil, criminal, administrative law and jurisdictions
- powers and restrictions to investigate
- rules of evidence, types of evidence
- reporting procedures which provide a written and/or electronic audit trail
- confidentiality and privacy issues
- storage of evidence

Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPWPI006 Manage emerging issues

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPWPI603B Manage emerging issues. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to identify, assess and respond to emerging issues that may impact on workplace health and safety and/or workers compensation and/or injury management and/or workplace relations.

This unit applies to those working as workplace inspectors investigating emerging issues in a range of workplace situations.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently while performing complex tasks in a range of familiar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Workplace inspection

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Identify issues	1.1 Monitor the environment to determine emerging issues. 1.2 Conduct formal and informal research to identify emerging issues. 1.3 Clarify and confirm issues with stakeholders.
2. Assess potential impact	2.1 Estimate and record the scope and magnitude of the impact. 2.2 Determine the nature and consequence of the potential impact and use to develop a response strategy.
3. Develop a response strategy	3.1 Identify and prioritise response options. 3.2 Choose a response strategy that best addresses the impact in consultation with industry stakeholders. 3.3 Establish performance measures to evaluate the effectiveness of the chosen response strategy. 3.4 Implement the chosen response strategy.
4. Evaluate effectiveness of the response	4.1 Develop and document an evaluation plan. 4.2 Evaluate the response strategy against the predetermined performance measures. 4.3 Modify the response strategy if required. 4.4 Communicate the results of the evaluation to relevant stakeholders.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

This unit supersedes and is equivalent to PSPWPI603B Manage emerging issues.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPWPI006 Manage emerging issues

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- conducting research and analysis
- conducting evaluations
- communicating with audiences, requiring adaptation of style and language
- questioning to confirm understanding
- interpreting complex information
- preparing written reports requiring formal structure and language
- managing emerging issues in 3 or more contexts or on 3 or more occasions

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- work health and safety, workers compensation, injury management and/or workplace relations legislation
- organisational policy and procedures
- industry standards
- codes of practice

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Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

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PSPWPI007 Represent and promote the organisation

Modification History

Release	Comments
1	This unit was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. This unit supersedes and is equivalent to PSPWPI604B Represent and promote the organisation. • Unit code updated • Content and formatting updated to comply with new standards • All PC transitioned from passive to active voice

Application

This unit describes the skills required to represent and promote the organisation in different settings by using a range of communication strategies to achieve desired outcomes.

This unit applies to those working as representatives for their organisation.

The skills and knowledge described in this unit must be applied within the legislative, regulatory and policy environment in which they are carried out. Organisational policies and procedures must be consulted and adhered to.

Those undertaking this unit would work independently while, performing complex tasks in a range of familiar contexts.

No licensing, legislative or certification requirements apply to unit at the time of publication.

Competency Field

Workplace inspection

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Elements and Performance Criteria

ELEMENTS	PERFORMANCE CRITERIA
Elements describe the essential outcomes	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the range of conditions section.
1. Represent the organisation	1.1 Promote a professional image of the organisation. 1.2 Adapt information on issues, policies and practices for different audiences in terms of its range, depth and form of presentation, and communicate orally and in writing. 1.3 Develop and provide advice within the area of responsibility. 1.4 Seek feedback on clients' levels of understanding and use additional information or explanation to clarify issues if required.
2. Use communication strategies to achieve desired outcomes	2.1 Tailor communication strategies to the audience and the context. 2.2 Adjust communication strategies and content in response to feedback from clients. 2.3 Brief additional personnel, as needed, to assist with a strategy, outlining the expected outcomes and their responsibilities in achieving them. 2.4 Advise clients of processes and timelines for receiving information when issues are referred to others for advice on complex matters.
3. Build and maintain networks and relationships	3.1 Allocate time to establish and maintain networks and work relationships. 3.2 Identify and access information, key people and networks to assist in achieving work outcomes. 3.3 Establish and maintain communication channels and exchange information and ideas to provide benefits for clients and the organisation.

Foundation Skills

Foundation skills are embedded within the elements and performance criteria of this unit.

Unit Mapping Information

Unit supersedes and is equivalent to PSPWPI604B Represent and promote the organisation.

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Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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Assessment Requirements for PSPWPI007 Represent and promote the organisation

Modification History

Release	Comments
1	These Assessment Requirements were released in PSP Public Sector Training Package release 1.0 and meet the Standards for Training Packages. • Assessment Requirements created drawing upon specified assessment information from superseded unit

Performance Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the candidate must demonstrate evidence of performance of the following on at least one occasion.

- communicating with audiences, requiring adaptation of style and language
- questioning to confirm understanding
- interpreting complex written materials
- presenting information
- facilitating groups
- using mediation
- undertaking conflict resolution
- representing and promoting of the organisation in 3 or more contexts or on 3 or more occasions.

Knowledge Evidence

Evidence required to demonstrate competence must satisfy all of the requirements of the elements and performance criteria. If not otherwise specified the depth of knowledge demonstrated must be appropriate to the job context of the candidate.

- organisational policy, procedures and legislation
- organisational code of conduct

Assessment Conditions

This unit contains no specific industry-mandated assessment conditions. Guidance on suggested and recommended conditions and methods can be found in the Implementation Guide.

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Assessors must satisfy the NVR/AQTF mandatory competency requirements for assessors.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PUAOPE002B Operate communications systems and equipment

Modification History

Not applicable.

Unit Descriptor

Unit Descriptor This unit covers the competency to transmit and receive communications in routine and operational situations using the organisation's communication systems and equipment.

Application of the Unit

Application of the Unit The application of this unit in the workplace - the environments, complexities and situations involved - will be written during Phase II of the Review of the PUA00 Public Safety Training Package.

This text will be useful for the purposes of job descriptions, recruitment advice or job analysis; where possible, it will not be too job specific to allow other industries to import it into other Training Packages, where feasible.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Prerequisite Unit/s Nil

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Employability Skills Information

Employability Skills This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.	Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the Required Skills and Knowledge and/or the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. **Use communication systems and equipment**	1.1 Equipment is used and operated safely to support communications consistent with organisation's policies and procedures 1.2 ***Communication equipment*** and techniques are selected to best meet the task, context and needs of the situation 1.3 The ***communication system*** is correctly utilised to facilitate transmission and reception 1.4 Communication systems are operationally maintained according to organisation's policies and procedures
2. **Transmit and receive communications**	2.1 Information is transmitted concisely and clearly to facilitate accurate reception of the message in accordance with organisation's policy and procedures 2.2 Contact is acknowledged, communication is confirmed and action initiated 2.3 Communication faults and deficiencies are reported according to organisation's policy and procedures 2.4 Alternative communication strategies are employed according to organisational procedures to address identified faults and deficiencies in communication

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ELEMENT	PERFORMANCE CRITERIA
	2.5 Communication is processed and recorded in accordance with organisation's policies and procedures
3. **Maintain communications equipment**	3.1 Fault finding techniques are applied and basic maintenance conducted according to organisational policies and procedures
	3.2 Faulty equipment is identified and noted for repair

Required Skills and Knowledge

REQUIRED SKILLS AND KNOWLEDGE

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- clean and service communication equipment according to organisational procedures
- report communication faults and deficiencies according to organisational procedures
- use verbal communication procedures consistent with the organisation's communication system
- utilise the organisation's communication processes and systems

Required Knowledge

- organisational policy and procedures relevant to the operation of communication equipment
- range of communication equipment available to the organisation
- the organisation's communication system

Evidence Guide

EVIDENCE GUIDE

Critical aspects for assessment and evidence	It is essential for this unit that competency be demonstrated in accurately transmitting and receiving

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EVIDENCE GUIDE

required to demonstrate competency in this unit	communications using the organisation's communication system and equipment **Consistency in performance** Evidence should be gathered over a period of time in a range of actual or simulated workplace environments
Context of and specific resources for assessment	**Context of assessment** Observation of the use of a range of communication equipment under non-operational and operational conditions or in a simulated environment **Specific resources for assessment** Access to relevant communication equipment
Guidance information for assessment	Information that will assist or guide assessment will be written during Phase II of the Review of the PUA00 Public Safety Training Package.

Range Statement

RANGE STATEMENT

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Communication equipment may include	personal computers and modems radio facsimiles signalling devices mobile landline and satellite telephones pagers
Communication systems may include	organisation's networks communication protocols verbal communication procedures

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RANGE STATEMENT

	geographical information systems relevant legislation such as Telecommunications Act
Verbal communication procedures may include	pro-words phonetic alphabet call signs coded messages use of abbreviations emergency procedures
Voice procedures may include	rhythm speed volume pitch sentences correcting mistakes repetitions

Unit Sector(s)

Not applicable.

Corequisite Unit/s

Co-requisite Unit/s Nil

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PUAWER001B Identify, prevent and report potential workplace emergency situations

Modification History

Release	TP version	Comments
2	PUA12 V1	Layout adjusted. Application, PC and Required Skills revised.
1	PUA00 V8.1	First release in TGA.

Unit Descriptor

This unit covers the competency required to identify and prevent the development of workplace emergency situations, or to minimise their consequences, and to report if emergency protection systems, emergency control equipment and evacuation systems are compromised.

For this unit the term workplace is defined as the area encompassed by an individual's responsibilities. All aspects of the unit must be undertaken in line with legislative requirements, workplace policies and procedures, and accepted safe practices.

This unit:

- has been developed to cover the broad range of emergencies and workplaces as considered in Australian Standard 37452002
- covers the work required before the emergency services or specialist response team arrives
- does not cover the specific use of equipment to prevent workplace emergency situations

Application of the Unit

This unit applies to employees in the workplace within all industries and in all contexts.

This unit places responsibility on individual employees in the workplace to identify, prevent and report potential workplace emergency situations. This requirement is consistent with the legislative obligations of employees as prescribed in OHS legislation. The unit may also be used for planning for future operations in the workplace.

The knowledge and skills gained through the completion of this unit may be applied by all employees across all industries.

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Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.	Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Identify, monitor and report situations that could lead to workplace emergencies	1.1 Situations that could lead to workplace emergencies are identified. 1.2 Immediate work area is routinely checked for any situations that could lead to emergencies. 1.3 ***Hazardous work*** is monitored to ensure precautions and workplace procedures are followed.
2. Identify, report and correct situations that could prevent workplace emergencies from being safely handled	2.1 Principles of operation of relevant ***emergency protection systems*** are identified. 2.2 Principles of operation of relevant ***emergency control equipment*** are identified. 2.3 Evacuation systems are identified. 2.4 Immediate work area is routinely checked for any situations that could lead to emergency protection systems, emergency control equipment and evacuation systems being made inoperable. 2.5 Situations that could lead to emergency protection systems, emergency control equipment and

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ELEMENT	PERFORMANCE CRITERIA
	evacuation systems being made inoperable are identified and corrected.
	2.6 Workplace procedures and accepted safe practices are regularly monitored and followed to ensure operability of emergency protection systems, emergency control equipment and evacuation systems.

Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- communicate effectively
- identify hazards in the workplace that reduce the effectiveness of emergency protection systems, emergency control equipment and evacuation systems
- monitor the work area to identify new and emerging risks on an on-going basis

Required Knowledge

- basic types, principles of operation and limitations of emergency protection systems and emergency control equipment typically installed in the workplace
- hazards in the workplace that reduce the effectiveness of emergency protection systems and emergency control equipment
- procedures for identifying, minimising or preventing, correcting and reporting situations within the organisation that may lead to workplace emergencies
- safe practices applicable to the workplace that help to prevent emergencies
- situations in the workplace that may lead to emergencies
- situations that may make emergency protection systems and emergency control equipment inoperable

Evidence Guide

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Assessment must confirm the ability to identify emergency protection systems, emergency control equipment and evacuation systems; to identify and report situations that may lead to or contribute to workplace incidents and/or emergencies.
	Consistency in performance

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	Competency should be demonstrated in the workplace.
Context of and specific resources for assessment	**Context of assessment** Competency should be assessed in the workplace. **Specific resources for assessment** Access to: • scenarios that reflect a range of emergency situations that may be expected in the workplace • appropriate emergency protection systems and emergency control equipment • relevant standards and workplace procedures

Range Statement

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Hazardous work may include:	• handling dangerous goods and hazardous materials (including waste) • hot work • manufacturing • unsafe manual handling • using, mixing and/or moving chemicals • working at heights, in confined spaces, in poorly ventilated spaces or around noise • working around traffic • working with plant and machinery • working with unstable equipment or equipment that has deteriorated
Emergency protection systems may include:	• automatic fire/leak/spill/movement detectors • CCTV • communications systems • manual alarms • passive installations, fire/smoke doors, fire walls • security infrastructure • special hazard identification systems • spill/leak containment systems • sprinkler and deluge systems • warning systems
Emergency control	• communications equipment

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equipment may include:	• escape equipment • fire/smoke detection, alarm, mitigation and suppression systems • first-aid kits • forcible entry tools • initial response firefighting equipment • isolation barriers • personal protection kits • shower and eyewash • spill control kits/equipment
Evacuation systems may include:	• access, egress • exits • procedures
Situations that could lead to emergency protection systems, emergency control equipment and evacuation systems being made inoperable may include:	• blocking egress • compromising security infrastructure or integrity • emergency lighting and/or exit lighting being damaged, missing or under service • locking or blocking exits • impairing exits and/or pathways to exits • interfering with alarm systems • not replacing or replenishing used emergency equipment • not reporting damage to emergency control equipment or facilities • propping open fire/smoke doors

Unit Sector(s)

Not applicable.

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PUAWER004B Respond to workplace emergencies

Modification History

Release	TP version	Comments
2	PUA12 V1	Layout adjusted. Application revised.
1	PUA00 V8.1	First release in TGA.

Unit Descriptor

This unit covers the competency required to recognise emergencies in the workplace, to report emergencies and to take appropriate action.

For this unit workplace is defined as the area encompassed by an individual's responsibilities.

This unit has been developed to cover the broad range of emergencies and workplaces as considered in Australian Standard 3745—2010.

Application of the Unit

This unit applies to all personnel within an organisation, within all industries and in all contexts.

This unit places responsibility on individual employees in the workplace to recognise, report and take action during workplace emergency situations. This requirement is consistent with the legislative obligations of employees as prescribed in OHS legislation.

The knowledge and skills gained through the completion of this unit may be applied by all employees across all industries.

Licensing/Regulatory Information

Not applicable.

Pre-Requisites

Not applicable.

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Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.	Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Prepare for emergency situations	1.1 Current workplace emergency procedures to be used by employees and other workplace occupants are identified and followed. 1.2 Emergency resources in the workplace are identified and located. 1.3 ***Emergency response exercises*** are participated in according to workplace emergency procedures.
2. Report emergencies and potential emergencies	2.1 Emergencies and potential emergencies are identified and reported according to workplace emergency procedures. 2.2 People in any immediate danger from the emergency or potential emergency are alerted according to workplace emergency procedures.
3. Respond to emergency warnings and advice	3.1 ***Emergency warnings*** and advice are responded to according to workplace emergency procedures. 3.2 ***Instructions*** from emergency control response personnel are complied with during an emergency. 3.3 Sources of additional information are identified and information is sought from relevant people if the situation is not clear.
4. Evacuate from the work area	4.1 Need to evacuate from the work area is determined according to the level of immediate danger or instruction issued under the workplace emergency procedures. 4.2 Work area is prepared for evacuation according to workplace emergency procedures and the nature of

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ELEMENT	PERFORMANCE CRITERIA
	the emergency. 4.3 Area of danger is evacuated according to workplace emergency procedures. 4.4 Where it is safe to do so, assistance is provided to ***people who may require assistance.*** 4.5 Evacuation procedures and instructions from emergency control organisation or ***emergency response personnel*** are followed. 4.6 Alternative pathways or methods of evacuation are identified, assessed and chosen according to workplace emergency procedures if usual means of evacuation are blocked or endangered. 4.7 Communication systems are used according to workplace procedures.

Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- communicate effectively in an emergency situation as outlined in the workplace emergency procedures
- identify an emergency/potential emergency
- adhere to documented workplace emergency procedures

Required Knowledge

- circumstances where evacuation may need to be modified
- emergency reporting systems and procedures used on site
- emergency warning system, signals and instructions used on site
- evacuation alarms and workplace emergency procedures used at the workplace
- location of assembly areas and post-evacuation actions
- location of emergency equipment in the workplace
- procedures for reporting emergencies
- roles, responsibilities and authority of emergency personnel, emergency control organisation and emergency response team
- types of emergencies, the hazards and the evacuation actions associated with each one

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Evidence Guide

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Assessment must confirm the ability to apply workplace procedures; to maintain own safety and the safety of others in emergency situations; and to follow workplace emergency procedures and the advice of emergency control organisation members.

Consistency in performance

Competency should be demonstrated over time with a range of emergencies that could be expected in the workplace including assisting people who may need assistance.

Context of and specific resources for assessment

Context of assessment

Competency should be assessed in the workplace or in a simulated workplace.

Specific resources for assessment

Access to:

- scenarios that reflect a range of emergency situations that may be expected in the workplace
- appropriate emergency resources
- range of communication equipment relevant to the workplace
- workplace emergency procedures and documentation

Range Statement

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Emergency response exercises may include

- briefings
- debriefings
- emergency exercises, simulations and reviews
- table/desk top exercises

Emergency warnings may include

- audible/visual alarms
- audible or vibrating pagers
- coded or uncoded public address announcements
- e-mail
- screen alerts
- stench alarms

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	• verbal alert
People who may require assistance may include	• babies and children • people with a mobility, intellectual, visual, auditory or sensory impairment, either temporary or permanent, who require assistance during an emergency response • people from diverse cultural and linguistic backgrounds • people who are injured • people who are not able to comprehend the instructions given • pregnant women • the elderly
Emergency response personnel may include	• emergency control organisation members • counsellors • emergency response team members • police, fire and emergency services • peer support • recovery team

Unit Sector(s)

Not applicable.

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PUAWER005B Operate as part of an emergency control organisation

Modification History

Release	TP version	Comments
2	PUA12 V1	Layout adjusted. Application revised.
1	PUA00 V8.1	First release in TGA.

Unit Descriptor

This unit covers the competency required to implement the emergency response specified in the workplace emergency procedures or specified by a person at a higher level in the emergency control organisation.

People who undertake this work will be working within the command, control and coordinate structure of the emergency control organisation.

This unit has been developed to cover the broad range of emergencies and workplaces as considered in Australian Standard 3745-2010.

Application of the Unit

This unit applies to employees in the workplace within all industries and in all contexts.

This unit places responsibility on individual employees who are delegated responsibility as part of an emergency control organisation to participate in the preparation of workplace emergency procedures; alert and report potential workplace emergencies; evaluate the need to evacuate a work area; prepare for an evacuation; and assist people who may require assistance in accordance with workplace emergency procedures.

The knowledge and skills gained through the completion of this unit may be applied by employees across all industries.

Licensing/Regulatory Information

Not applicable.

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Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.	Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Respond to emergency reports, signals and warnings	1.1 ***Emergency reports***, ***signals and warnings*** are identified and appropriate action is taken. 1.2 Emergency situations and possible further development are assessed and relevant action is taken according to workplace emergency procedures. 1.3 Arrangements are made for people who may require assistance. 1.4 ***Emergency stations*** are attended and operated according to workplace emergency procedures. 1.5 Suitable ***identification*** is worn according to workplace emergency procedures and relevant standards.
2. Initiate and control initial emergency response	2.1 ***Initial emergency response*** is initiated and carried out according to the workplace emergency procedures or authorised instruction. 2.2 Evacuated areas are checked according to workplace emergency procedures. 2.3 Results of the evacuation of an area are reported to the ***relevant person*** according to the workplace emergency procedures. 2.4 People are accounted for appropriately after the

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ELEMENT	PERFORMANCE CRITERIA
	evacuation and the results are reported to the relevant person according to the workplace emergency procedures.
	2.5 Persons not accounted for are reported in accordance with workplace emergency procedures.
3. Anticipate the further development of emergencies	3.1 Emergency responses are based on the emergency management plan, taking into account the current situation and possible further development.
	3.2 Possible further development of emergency situations is continually assessed, reported to the relevant person and acted on according to workplace emergency procedures.
4. Assist with post initial response	4.1 Emergency evacuation or alternative action is completed before any ***post initial response activities*** are undertaken.
	4.2 Post initial response activities are conducted under the control of the relevant person and are consistent with the workplace emergency plan.

Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- ability to relate to a range of people from a range of cultural, linguistic, social and ethnic backgrounds, and a range of physical and intellectual abilities
- apply methods of accounting for people
- assist people who need assistance
- carry out a search pattern within an area
- communicate clearly by the means specified in the workplace emergency procedures
- contribute to emergency management planning
- exercise leadership within a workplace emergency context
- use equipment assigned to assist with implementing the workplace emergency procedures

Required Knowledge

- arrangements for evacuating people who need support
- assessing and anticipating the progress of emergencies that might reasonably be expected in the workplace
- command, control and coordinate function of the emergency control organisation

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- context of own role within the workplace emergency procedures
- emergency assessment and reporting procedures
- emergency reporting signals, alarms, warnings and procedures
- emergency response and operating procedures
- members of the emergency control organisation and their roles and responsibilities
- evacuation priorities
- hazard identification
- precautions to be taken during emergencies and during an evacuation
- methods of accounting for people during and after emergencies
- methods of summoning first aid to occupants or visitor injured during an emergency evacuation
- need to keep the relevant person informed of the developing situation
- post initial response emergency activities
- responses to meet the various situations
- workplace procedures

Evidence Guide

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Assessment must confirm the ability to respond to emergency reports, signals and warnings appropriately; to supply clear directions under emergency conditions; to make decisions appropriate to the situation; to keep others appropriately informed; to respond according to the workplace emergency procedures; and to take on a leadership role consistent with the emergency control organisation. **Consistency in performance** Competency should be demonstrated over time with a range of emergencies that could be expected in the workplace.
Context of and specific resources for assessment	**Context of assessment** Competency should be assessed in the workplace or in a simulated workplace. **Specific resources for assessment** Access to scenarios that reflect a range of emergency situations that may be expected in the workplace.

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Range Statement

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Emergency reports, signals and warnings may include:

- audible/visual alarms
- audible or vibrating pagers
- coded or uncoded public address announcements
- e-mail
- screen alerts
- stench alarms
- verbal alert

People who may require assistance may include:

- babies and children
- people with a mobility, intellectual, visual, auditory or sensory impairment, either temporary or permanent, who require assistance during an emergency response
- people from diverse cultural and linguistic backgrounds
- people who are injured
- people who are not able to comprehend the instructions given
- pregnant women
- the elderly

Emergency stations may include:

- assembly or marshalling points
- designated telephone or intercom
- designated muster points
- emergency control point
- master emergency control point
- warden’s inter-communication point (WIP) phones

Identification may include:

- armbands
- helmets, caps, hats
- uniforms
- tabards, vests or other distinguishing/distinctive clothing

Initial emergency response may include:

- to evacuate
- not to evacuate
- to partially evacuate
- advice or requests for emergency services
- alternative evacuation
- lateral evacuation
- any guidance from emergency response team

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	• designated assembly area • evacuation routes and destination • not to re-enter the evacuated area until directed by emergency personnel • shelter in place/lockdown • relocating or providing welfare services for evacuated persons • restricting entry to danger areas • searching floors or areas • supplying emergency equipment • use of response equipment
Relevant person may include:	• emergency control organisation members • emergency services personnel • people with overall evacuation control responsibility or a person delegated with this responsibility • police, fire and emergency services
Post initial response activities may include:	• assisting with recovery activities • assisting with authorised restoration of normal activity • participating in debriefing • providing advice • requests for emergency services or specialist response team • relocating or providing welfare services for evacuated persons • restricting entry to danger areas • security • supplying emergency equipment • checking the welfare of evacuees

Unit Sector(s)

Not applicable.

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PUAWER008B Confine small workplace emergencies

Modification History

Release	TP version	Comments
2	PUA12 V1	Layout adjusted. Application and Range Statement revised.
1	PUA00 V8.1	First release in TGA.

Unit Descriptor

This unit covers the competency required to confine small workplace emergencies.

Small workplace emergencies may include such incidents as a small fire that can be controlled using a nearby fire extinguisher; or a chemical spill that can be controlled using workplace personal protective clothing and equipment, and a small spill kit; or a workplace vehicle accident where there is no significant injury or damage.

All aspects of the unit must be undertaken in line with legislative requirements, workplace policies and procedures, and accepted safe practices.

This unit has been developed to cover the broad range of emergencies and workplaces as considered in Australian Standard 3745-2010.

This unit does not cover the competency required for first aid; there are other units that cover first aid competence such as PUAEME001B Provide emergency care..

Application of the Unit

This unit applies to employees in the workplace within all industries and in all contexts.

This unit places responsibility on individual employees in the workplace to identify, assess and safely confine workplace emergency situations. This requirement is consistent with the legislative obligations of employees as prescribed in OHS legislation. The unit may also be used for planning for future operations in the workplace.

The knowledge and skills gained through the completion of this unit may be applied by all employees across all industries.

Licensing/Regulatory Information

Not applicable.

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Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.	Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Prepare for emergency situations	1.1 Possible workplace emergency situations and appropriate responses, within the range of current skills and relevant workplace emergency procedures, are identified. 1.2 Relevant ***emergency resources*** are identified and their location is ascertained in the work area. 1.3 Any problems with the serviceability of the emergency resources are identified and reported to relevant people in accordance with workplace procedures.
2. Identify and assess the emergency	2.1 Emergency situation or potential emergency situation and risks are identified and the likely effectiveness of initial response action is considered. 2.2 Advice in relation to emergency situation is sought according to workplace emergency procedures. 2.3 Where ***initial response actions*** are considered unsafe or inappropriate, action is taken according to workplace emergency procedures.
3. Safely confine emergencies where	3.1 Emergencies are confined to the immediate area according to workplace emergency procedures.

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ELEMENT	PERFORMANCE CRITERIA
possible	3.2 Emergency resources are used within the individual's limitations imposed by current skills, relevant workplace procedures and relevant legislative requirements. 3.3 Emergency resources used to confine emergency situation are used in a manner that will promote and enhance safe work conditions.
4. Use initial response equipment	4.1 Initial response equipment is checked to ensure its serviceability prior to use. 4.2 Appropriate equipment is selected for use in emergency situations. 4.3 Initial response equipment is used according to accepted safe practices and training. 4.4 Use of equipment is coordinated with other emergency actions.
5. Report workplace emergency response	5.1 Emergency situation response is documented and reported in accordance with workplace procedures. 5.2 Use of initial response equipment is documented and reported according to workplace procedures. 5.3 Initial response equipment is marked or positioned after use and reported to relevant personnel or authority to indicate if it requires servicing or replacing.

Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- communicate in an effective manner
- give and follow instructions
- implement workplace procedures
- re-stow initial response equipment
- risk management
- use initial response equipment
- manage a small workplace emergency

Required Knowledge

- actions to be followed when initial response action is not safe
- appropriate initial response equipment

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- facilities that may be used to confine emergencies
- hazards involved with initial response action
- implications of the incorrect use of equipment
- limitations of initial response equipment
- limitations of use of emergency control equipment or facilities
- methods of extinguishment
- safe use of initial response equipment
- situations that must not be responded to because of the risk
- types of emergencies
- workplace procedures

Evidence Guide

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Assessment must confirm the ability to correctly identify the type of emergency that has occurred; to identify and take action to avoid or control any associated hazards; to use initial response equipment and techniques to safely and effectively control or contain the emergency. **Consistency in performance** Competency should be demonstrated over time with a range of emergencies that could be expected in the workplace using initial response equipment.
Context of and specific resources for assessment	**Context of assessment** Competency should be assessed in a simulated environment under conditions that safely replicate workplace emergency situations. **Specific resources for assessment** Access to scenarios that reflect a range of emergency situations that may be expected in the workplace.

Range Statement

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Emergency resources may	• personal access bar codes/swipe cards • barricades

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include:

- communication systems
- fire protection equipment
- first-aid kits
- mechanical ventilation and air handling equipment
- personal protective equipment
- spill control kits
- surveillance equipment
- warning signs

Initial response action may include:

- activation of response team
- activation of suppression systems
- alerting others
- containing the emergency
- evacuating the area
- removing people from danger
- removing the emergency
- rendering basic aid as required
- shut down procedures
- use of containment systems
- use of portable fire extinguishers, fire blankets or hose reels

Unit Sector(s)

Not applicable.

Corequisite Unit/s

Co-requisite Unit/s Nil

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PUAWER009B Participate as a member of a workplace emergency initial response team

Modification History

Release	TP version	Comments
2	PUA12 V1	Layout adjusted. Application, PC, Required Knowledge and Range Statement revised.
1	PUA00 V8.1	First release in TGA.

Unit Descriptor

This unit covers the competency required to participate as a member of a workplace emergency initial response team. This team works in conjunction with the emergency control organisation in the control of workplace emergencies in their early stages prior to the arrival of emergency services or specialist response teams.

This unit has been developed to cover the broad range of emergencies and workplaces as considered in Australian Standard 3745-2010.

This unit does not cover the competency required for crisis management, recovery or restoration.

Application of the Unit

This unit applies to employees in the workplace within all industries and in all contexts.

This unit places responsibility on individual employees who are delegated responsibility as part of an initial response team to participate in the preparation of workplace emergency procedures and respond to workplace emergencies. This expectation will be included in appropriate position descriptions and duty statements.

The knowledge and skills gained through the completion of this unit may be applied by employees across all industries.

Licensing/Regulatory Information

Not applicable.

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Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements describe the essential outcomes of a Unit of Competency.	Performance Criteria describe the required performance needed to demonstrate achievement of the element. Where ***bold italicised*** text is used, further information is detailed in the Range Statement. Assessment of performance is to be consistent with the Evidence Guide.

Elements and Performance Criteria

ELEMENT	PERFORMANCE CRITERIA
1. Prepare for workplace emergencies	1.1 ***Emergency equipment*** assigned for use by the initial response team is stored and maintained in a safe, accessible and serviceable state. 1.2 Current workplace emergency procedures to be used by employees are identified and accessed. 1.3 Risk assessment of initial response team activities is undertaken according to workplace procedures. 1.4 Initial response team training activities are undertaken according to workplace emergency procedures and relevant legislation.
2. Respond to workplace emergencies	2.1 Emergency is responded to according to workplace emergency procedures. 2.2 Emergency situation is assessed for hazards and appropriate precautions against those ***hazards*** are implemented. 2.3 Identified hazards are reported to people in danger and the initial response team leader. 2.4 An appropriate level or response is determined according to the status of the emergency. 2.5 Instructions from the initial response team leader are confirmed and implemented safely and promptly.

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ELEMENT	PERFORMANCE CRITERIA
	2.6 Appropriate equipment is selected and operated according to workplace emergency procedures. 2.7 Situation is contained to the extent necessary to prevent an escalation of the emergency and to enable emergency services and specialist response team activity to be completed safely.
3. Communicate with and complement other personnel	3.1 Effective communication with initial response team members and initial response team leader is constantly maintained. 3.2 Activities are consistent with the initial response team leader's plan of action and support the work of other initial response team members. 3.3 Activities support the actions of ***other initial response teams.*** 3.4 Any injuries, accidents or near misses involving team members are reported to the team leader.
4. Assist with recovery from workplace emergencies	4.1 Evidence relating to the cause, origin and progress of the emergency is preserved and recorded as far as possible. 4.2 Appropriate assistance is provided in accordance with the workplace emergency procedures. 4.3 Emergency equipment is returned to a state of readiness as soon as is reasonably practicable. 4.4 Debriefings are attended and participated in as appropriate.

Required Skills and Knowledge

This describes the essential skills and knowledge and their level, required for this unit.

Required Skills

- access and use protective clothing and equipment safely and effectively under emergency conditions
- communication skills during emergencies
- care for protective clothing and equipment
- interpret and respond to alarm systems
- re-stow initial response equipment

Required Knowledge

- alarm systems and associated equipment

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- appropriate personal protective clothing and equipment
- concept of dynamic risk assessment
- equipment operating characteristics, limitations, hazards, precautions, procedures and general care
- general emergency priorities and strategies
- hazard analysis
- hierarchy of control
- hazards and the precautions necessary during control activities
- procedures for responding to alarms
- survival, rescue and recovery procedures
- tactics for safely handling specific emergencies
- workplace emergency procedures

Evidence Guide

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Assessment must confirm the ability to be prepared for a safe and prompt response to a workplace emergency; to identify hazards and implement appropriate precautions; to use equipment safely and effectively; and to work as a team member safely and effectively under the direction of a workplace emergency initial response team leader.

Consistency in performance

Competency should be demonstrated over time with a range of emergencies that could be expected in the workplace, including dealing with plausible contingencies.

Context of and specific resources for assessment

Context of assessment

Competency should be assessed in a simulated environment under conditions that safely replicate workplace emergency situations.

Specific resources for assessment

Access to:

- scenarios that reflect a range of emergency situations that may be expected in the workplace
- material safety data sheets
- workplace register of hazardous substances

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Range Statement

The Range Statement relates to the Unit of Competency as a whole. It allows for different work environments and situations that may affect performance. ***Bold italicised*** wording in the Performance Criteria is detailed below.

Emergency equipment may include:

- emergency vehicles, trailers, trolleys or caches
- fire protection equipment
- forcible entry tools
- life support equipment
- monitors (or turrets)
- monitoring equipment
- personal protective clothing and equipment
- rescue equipment
- spill or leak control kits

Hazards may include:

- chemical, biological, radiological
- climatic
- electrical
- environmental
- explosive
- fire
- mechanical
- psychological (e.g. critical incident stress)
- noise related
- security related
- storm/flood
- structural
- thermal
- wildlife related

Other initial response teams may include:

- damage control
- emergency control organisation
- fire team
- first aid
- maintenance
- security

Unit Sector(s)

Not applicable.

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Corequisite Unit/s

Co-requisite Unit/s Nil

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SITXLAN3101 Conduct oral communication in a language other than English (Arabic)

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to conduct both predictable and non-routine, varied communications, transactions and interactions in a language other than English.

There is no direct parity with any formal language proficiency ratings or assessment framework, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 3.

Application of the Unit

This unit applies to all industry contexts and individuals working in at many different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit may be customised for training delivery and assessment of proficiency in any language. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN3101 Conduct oral communication in a language other than English (Arabic).

SITXLAN3101	(Arabic)
SITXLAN3102	(Indonesian)
SITXLAN3103	(Cantonese)
SITXLAN3104	(Dutch)
SITXLAN3105	(Finnish)
SITXLAN3106	(French)
SITXLAN3107	(German)
SITXLAN3108	(Greek)
SITXLAN3109	(Hindi)

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SITXLAN3110	(Hungarian)
SITXLAN3111	(Italian)
SITXLAN3112	(Japanese)
SITXLAN3113	(Korean)
SITXLAN3114	(Malay)
SITXLAN3115	(Mandarin)
SITXLAN3116	(Polish)
SITXLAN3117	(Portuguese)
SITXLAN3118	(Russian)
SITXLAN3119	(Serbian)
SITXLAN3120	(Spanish)
SITXLAN3121	(Swedish)
SITXLAN3122	(Swiss German)
SITXLAN3123	(Taiwanese)
SITXLAN3124	(Thai)
SITXLAN3125	(Turkish)
SITXLAN3126	(Croatian)
SITXLAN3127	(Bosnian)
SITXLAN3128	(Australian Indigenous languages)
SITXLAN3129	(AUSLAN)

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

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Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Converse with others.	1.1 Use ***techniques*** to extend interactions with others. 1.2 Seek and offer additional information and assistance to support quality of communication and service. 1.3 Support communication with comments on topical familiar matters, workplace business and events. 1.4 Use non-verbal communication to convey an acceptance of and sensitivity towards others.
2. Provide detailed information and advice.	2.1 Identify need for ***detailed information and advice***. 2.2 Convey detailed information and advice using narrative and descriptive statements. 2.3 Repeat, paraphrase and clarify communications to avoid misunderstanding and to explain difficult points. 2.4 Use ***workplace documents***, ***materials and other references*** to support explanations as required.
3. Respond to unpredictable situations and problems.	3.1 Provide appropriate advice in response to requests, ***unpredictable situations and problems***. 3.2 Identify need for and seek assistance from others to better respond to the situation or problem. 3.3 Identify key facts of problems and facilitate solutions through open communication with relevant people. 3.4 Provide explanations of problems and their cause, and elaborate on detail. 3.5 Respond to conflict and complaints with sensitivity, following appropriate social and cultural conventions. 3.6 Convey appropriate apologies and expressions of regret as

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	required.
4. Conduct negotiations at a functional level.	4.1 Facilitate ***negotiations at a functional level*** through exchange of key information and agreement on details. 4.2 Provide appropriate explanations about products and services. 4.3 Achieve mutual understanding and agreement.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills in a Language other than English to:
  - interact positively and courteously in non-routine and varied interactive workplace communications
  - establish rapport
  - provide detailed information and advice
  - solve problems and conflicts
  - conduct negotiations at a functional level.

Required knowledge

- social and cultural conventions relevant to the language being assessed, including:
  - knowledge and some consistent use of forms of address
  - recognition and consideration of customs, protocols and taboos
- cross-cultural communication challenges that may occur when negotiating and solving problems, and how these may be addressed
- aspects of verbal and non-verbal communication that support effective negotiation and interaction in the language being assessed.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

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Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to:
	• conduct workplace oral communication in a language other than English:
	  • use narrative and descriptive statements
	  • use repetition, clarification and paraphrasing techniques to clarify requirements, answer questions about products and services, solve problems and conflict and reassure others
	  • provide detailed information and specialised assistance in area of work activity
	  • conduct product and service transactions
	  • use a range of effective non-verbal communication skills.

Context of and specific resources for assessment	Assessment must ensure use of:
	• a real or simulated workplace activity for which communication in languages other than English is required
	• other people with whom the individual can interact in the relevant language
	• resources that support communication in languages other than English:
	  • dictionaries and phrase books
	  • language mats
	  • industry materials, such as menus, timetables and brochures written in languages other than English.

Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • oral assessment of conversational language use • direct observation of the individual communicating in a language other than English while undertaking typical workplace activities • review of workplace documents prepared by the individual to assist verbal communication • written or oral questioning to assess knowledge of language requirements, cultural conventions and cross-cultural communication considerations • review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.
Guidance information for	The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to

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assessment	the industry sector, workplace and job role, for example: • SITHFAB309 Provide advice on food • SITTTSL303 Sell tourism products and services • SITTTSL305 Process reservations • SITXCOM401 Manage conflict.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Techniques may include:	• initiating conversations about topical matters • making offers of additional assistance • questioning about needs and preferences.
Detailed information and advice may relate to:	• external products and services • internal products and services • medical and emergency information.

Workplace documents, ***materials and other references*** may include:	• general information
	• product-specific information:
	  • booking conditions
	  • brochures
	  • menus
	  • price lists
	  • timetables.

Unpredictable situations and problems may relate to:	• complaints
	• emergency situations
	• cross-cultural misunderstandings
	• operational details:
	  • delays
	  • equipment malfunction
	  • lost luggage and stolen property
	  • lost people
	  • variations
	• safety issues.

Negotiations at a functional level may relate to	• accommodation

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arrangements for:

- conferences and functions
- entertainment
- shopping
- tours.

Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

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SITXLAN3102 Conduct oral communication in a language other than English (Indonesian)

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to conduct both predictable and non-routine, varied communications, transactions and interactions in a language other than English.

There is no direct parity with any formal language proficiency ratings or assessment framework, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 3.

Application of the Unit

This unit applies to all industry contexts and individuals working in at many different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit may be customised for training delivery and assessment of proficiency in any language. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN3101 Conduct oral communication in a language other than English (Arabic).

SITXLAN3101	(Arabic)
SITXLAN3102	(Indonesian)
SITXLAN3103	(Cantonese)
SITXLAN3104	(Dutch)
SITXLAN3105	(Finnish)
SITXLAN3106	(French)
SITXLAN3107	(German)
SITXLAN3108	(Greek)
SITXLAN3109	(Hindi)

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SITXLAN3110	(Hungarian)
SITXLAN3111	(Italian)
SITXLAN3112	(Japanese)
SITXLAN3113	(Korean)
SITXLAN3114	(Malay)
SITXLAN3115	(Mandarin)
SITXLAN3116	(Polish)
SITXLAN3117	(Portuguese)
SITXLAN3118	(Russian)
SITXLAN3119	(Serbian)
SITXLAN3120	(Spanish)
SITXLAN3121	(Swedish)
SITXLAN3122	(Swiss German)
SITXLAN3123	(Taiwanese)
SITXLAN3124	(Thai)
SITXLAN3125	(Turkish)
SITXLAN3126	(Croatian)
SITXLAN3127	(Bosnian)
SITXLAN3128	(Australian Indigenous languages)
SITXLAN3129	(AUSLAN)

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

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Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Converse with others.	1.1 Use ***techniques*** to extend interactions with others. 1.2 Seek and offer additional information and assistance to support quality of communication and service. 1.3 Support communication with comments on topical familiar matters, workplace business and events. 1.4 Use non-verbal communication to convey an acceptance of and sensitivity towards others.
2. Provide detailed information and advice.	2.1 Identify need for ***detailed information and advice***. 2.2 Convey detailed information and advice using narrative and descriptive statements. 2.3 Repeat, paraphrase and clarify communications to avoid misunderstanding and to explain difficult points. 2.4 Use ***workplace documents***, ***materials and other references*** to support explanations as required.
3. Respond to unpredictable situations and problems.	3.1 Provide appropriate advice in response to requests, ***unpredictable situations and problems***. 3.2 Identify need for and seek assistance from others to better respond to the situation or problem. 3.3 Identify key facts of problems and facilitate solutions through open communication with relevant people. 3.4 Provide explanations of problems and their cause, and elaborate on detail. 3.5 Respond to conflict and complaints with sensitivity, following appropriate social and cultural conventions. 3.6 Convey appropriate apologies and expressions of regret as

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	required.
4. Conduct negotiations at a functional level.	4.1 Facilitate ***negotiations at a functional level*** through exchange of key information and agreement on details. 4.2 Provide appropriate explanations about products and services. 4.3 Achieve mutual understanding and agreement.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills in a Language other than English to:
  - interact positively and courteously in non-routine and varied interactive workplace communications
  - establish rapport
  - provide detailed information and advice
  - solve problems and conflicts
  - conduct negotiations at a functional level.

Required knowledge

- social and cultural conventions relevant to the language being assessed, including:
  - knowledge and some consistent use of forms of address
  - recognition and consideration of customs, protocols and taboos
- cross-cultural communication challenges that may occur when negotiating and solving problems, and how these may be addressed
- aspects of verbal and non-verbal communication that support effective negotiation and interaction in the language being assessed.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

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Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to:
	• conduct workplace oral communication in a language other than English:
	  • use narrative and descriptive statements
	  • use repetition, clarification and paraphrasing techniques to clarify requirements, answer questions about products and services, solve problems and conflict and reassure others
	  • provide detailed information and specialised assistance in area of work activity
	  • conduct product and service transactions
	  • use a range of effective non-verbal communication skills.

Context of and specific resources for assessment	Assessment must ensure use of:
	• a real or simulated workplace activity for which communication in languages other than English is required
	• other people with whom the individual can interact in the relevant language
	• resources that support communication in languages other than English:
	  • dictionaries and phrase books
	  • language mats
	  • industry materials, such as menus, timetables and brochures written in languages other than English.

Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • oral assessment of conversational language use • direct observation of the individual communicating in a language other than English while undertaking typical workplace activities • review of workplace documents prepared by the individual to assist verbal communication • written or oral questioning to assess knowledge of language requirements, cultural conventions and cross-cultural communication considerations • review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.
Guidance information for	The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to

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assessment	the industry sector, workplace and job role, for example: • SITHFAB309 Provide advice on food • SITTTSL303 Sell tourism products and services • SITTTSL305 Process reservations • SITXCOM401 Manage conflict.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Techniques may include:	• initiating conversations about topical matters • making offers of additional assistance • questioning about needs and preferences.
Detailed information and advice may relate to:	• external products and services • internal products and services • medical and emergency information.

Workplace documents, ***materials and other references*** may include:	• general information
	• product-specific information:
	  • booking conditions
	  • brochures
	  • menus
	  • price lists
	  • timetables.

Unpredictable situations and problems may relate to:	• complaints
	• emergency situations
	• cross-cultural misunderstandings
	• operational details:
	  • delays
	  • equipment malfunction
	  • lost luggage and stolen property
	  • lost people
	  • variations
	• safety issues.

Negotiations at a functional level may relate to	• accommodation

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arrangements for:

- conferences and functions
- entertainment
- shopping
- tours.

Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

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SITXLAN3103 Conduct oral communication in a language other than English (Cantonese)

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to conduct both predictable and non-routine, varied communications, transactions and interactions in a language other than English.

There is no direct parity with any formal language proficiency ratings or assessment framework, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 3.

Application of the Unit

This unit applies to all industry contexts and individuals working in at many different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit may be customised for training delivery and assessment of proficiency in any language. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN3101 Conduct oral communication in a language other than English (Arabic).

SITXLAN3101	(Arabic)
SITXLAN3102	(Indonesian)
SITXLAN3103	(Cantonese)
SITXLAN3104	(Dutch)
SITXLAN3105	(Finnish)
SITXLAN3106	(French)
SITXLAN3107	(German)
SITXLAN3108	(Greek)
SITXLAN3109	(Hindi)

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SITXLAN3110	(Hungarian)
SITXLAN3111	(Italian)
SITXLAN3112	(Japanese)
SITXLAN3113	(Korean)
SITXLAN3114	(Malay)
SITXLAN3115	(Mandarin)
SITXLAN3116	(Polish)
SITXLAN3117	(Portuguese)
SITXLAN3118	(Russian)
SITXLAN3119	(Serbian)
SITXLAN3120	(Spanish)
SITXLAN3121	(Swedish)
SITXLAN3122	(Swiss German)
SITXLAN3123	(Taiwanese)
SITXLAN3124	(Thai)
SITXLAN3125	(Turkish)
SITXLAN3126	(Croatian)
SITXLAN3127	(Bosnian)
SITXLAN3128	(Australian Indigenous languages)
SITXLAN3129	(AUSLAN)

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

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Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Converse with others.	1.1 Use ***techniques*** to extend interactions with others. 1.2 Seek and offer additional information and assistance to support quality of communication and service. 1.3 Support communication with comments on topical familiar matters, workplace business and events. 1.4 Use non-verbal communication to convey an acceptance of and sensitivity towards others.
2. Provide detailed information and advice.	2.1 Identify need for ***detailed information and advice***. 2.2 Convey detailed information and advice using narrative and descriptive statements. 2.3 Repeat, paraphrase and clarify communications to avoid misunderstanding and to explain difficult points. 2.4 Use ***workplace documents***, ***materials and other references*** to support explanations as required.
3. Respond to unpredictable situations and problems.	3.1 Provide appropriate advice in response to requests, ***unpredictable situations and problems***. 3.2 Identify need for and seek assistance from others to better respond to the situation or problem. 3.3 Identify key facts of problems and facilitate solutions through open communication with relevant people. 3.4 Provide explanations of problems and their cause, and elaborate on detail. 3.5 Respond to conflict and complaints with sensitivity, following appropriate social and cultural conventions. 3.6 Convey appropriate apologies and expressions of regret as

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	required.
4. Conduct negotiations at a functional level.	4.1 Facilitate ***negotiations at a functional level*** through exchange of key information and agreement on details. 4.2 Provide appropriate explanations about products and services. 4.3 Achieve mutual understanding and agreement.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills in a Language other than English to:
  - interact positively and courteously in non-routine and varied interactive workplace communications
  - establish rapport
  - provide detailed information and advice
  - solve problems and conflicts
  - conduct negotiations at a functional level.

Required knowledge

- social and cultural conventions relevant to the language being assessed, including:
  - knowledge and some consistent use of forms of address
  - recognition and consideration of customs, protocols and taboos
- cross-cultural communication challenges that may occur when negotiating and solving problems, and how these may be addressed
- aspects of verbal and non-verbal communication that support effective negotiation and interaction in the language being assessed.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

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Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to:
	• conduct workplace oral communication in a language other than English:
	  • use narrative and descriptive statements
	  • use repetition, clarification and paraphrasing techniques to clarify requirements, answer questions about products and services, solve problems and conflict and reassure others
	  • provide detailed information and specialised assistance in area of work activity
	  • conduct product and service transactions
	  • use a range of effective non-verbal communication skills.

Context of and specific resources for assessment	Assessment must ensure use of:
	• a real or simulated workplace activity for which communication in languages other than English is required
	• other people with whom the individual can interact in the relevant language
	• resources that support communication in languages other than English:
	  • dictionaries and phrase books
	  • language mats
	  • industry materials, such as menus, timetables and brochures written in languages other than English.

Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • oral assessment of conversational language use • direct observation of the individual communicating in a language other than English while undertaking typical workplace activities • review of workplace documents prepared by the individual to assist verbal communication • written or oral questioning to assess knowledge of language requirements, cultural conventions and cross-cultural communication considerations • review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.
Guidance information for	The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to

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assessment	the industry sector, workplace and job role, for example: • SITHFAB309 Provide advice on food • SITTTSL303 Sell tourism products and services • SITTTSL305 Process reservations • SITXCOM401 Manage conflict.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Techniques may include:	• initiating conversations about topical matters • making offers of additional assistance • questioning about needs and preferences.
Detailed information and advice may relate to:	• external products and services • internal products and services • medical and emergency information.

Workplace documents, ***materials and other references*** may include:	• general information
	• product-specific information:
	  • booking conditions
	  • brochures
	  • menus
	  • price lists
	  • timetables.

Unpredictable situations and problems may relate to:	• complaints
	• emergency situations
	• cross-cultural misunderstandings
	• operational details:
	  • delays
	  • equipment malfunction
	  • lost luggage and stolen property
	  • lost people
	  • variations
	• safety issues.

Negotiations at a functional level may relate to	• accommodation

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arrangements for:

- conferences and functions
- entertainment
- shopping
- tours.

Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

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SITXLAN3104 Conduct oral communication in a language other than English (Dutch)

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to conduct both predictable and non-routine, varied communications, transactions and interactions in a language other than English.

There is no direct parity with any formal language proficiency ratings or assessment framework, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 3.

Application of the Unit

This unit applies to all industry contexts and individuals working in at many different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit may be customised for training delivery and assessment of proficiency in any language. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN3101 Conduct oral communication in a language other than English (Arabic).

SITXLAN3101	(Arabic)
SITXLAN3102	(Indonesian)
SITXLAN3103	(Cantonese)
SITXLAN3104	(Dutch)
SITXLAN3105	(Finnish)
SITXLAN3106	(French)
SITXLAN3107	(German)
SITXLAN3108	(Greek)
SITXLAN3109	(Hindi)

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SITXLAN3110	(Hungarian)
SITXLAN3111	(Italian)
SITXLAN3112	(Japanese)
SITXLAN3113	(Korean)
SITXLAN3114	(Malay)
SITXLAN3115	(Mandarin)
SITXLAN3116	(Polish)
SITXLAN3117	(Portuguese)
SITXLAN3118	(Russian)
SITXLAN3119	(Serbian)
SITXLAN3120	(Spanish)
SITXLAN3121	(Swedish)
SITXLAN3122	(Swiss German)
SITXLAN3123	(Taiwanese)
SITXLAN3124	(Thai)
SITXLAN3125	(Turkish)
SITXLAN3126	(Croatian)
SITXLAN3127	(Bosnian)
SITXLAN3128	(Australian Indigenous languages)
SITXLAN3129	(AUSLAN)

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

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Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Converse with others.	1.1 Use ***techniques*** to extend interactions with others. 1.2 Seek and offer additional information and assistance to support quality of communication and service. 1.3 Support communication with comments on topical familiar matters, workplace business and events. 1.4 Use non-verbal communication to convey an acceptance of and sensitivity towards others.
2. Provide detailed information and advice.	2.1 Identify need for ***detailed information and advice***. 2.2 Convey detailed information and advice using narrative and descriptive statements. 2.3 Repeat, paraphrase and clarify communications to avoid misunderstanding and to explain difficult points. 2.4 Use ***workplace documents***, ***materials and other references*** to support explanations as required.
3. Respond to unpredictable situations and problems.	3.1 Provide appropriate advice in response to requests, ***unpredictable situations and problems***. 3.2 Identify need for and seek assistance from others to better respond to the situation or problem. 3.3 Identify key facts of problems and facilitate solutions through open communication with relevant people. 3.4 Provide explanations of problems and their cause, and elaborate on detail. 3.5 Respond to conflict and complaints with sensitivity, following appropriate social and cultural conventions. 3.6 Convey appropriate apologies and expressions of regret as

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	required.
4. Conduct negotiations at a functional level.	4.1 Facilitate ***negotiations at a functional level*** through exchange of key information and agreement on details. 4.2 Provide appropriate explanations about products and services. 4.3 Achieve mutual understanding and agreement.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills in a Language other than English to:
  - interact positively and courteously in non-routine and varied interactive workplace communications
  - establish rapport
  - provide detailed information and advice
  - solve problems and conflicts
  - conduct negotiations at a functional level.

Required knowledge

- social and cultural conventions relevant to the language being assessed, including:
  - knowledge and some consistent use of forms of address
  - recognition and consideration of customs, protocols and taboos
- cross-cultural communication challenges that may occur when negotiating and solving problems, and how these may be addressed
- aspects of verbal and non-verbal communication that support effective negotiation and interaction in the language being assessed.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

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Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to:
	• conduct workplace oral communication in a language other than English:
	  • use narrative and descriptive statements
	  • use repetition, clarification and paraphrasing techniques to clarify requirements, answer questions about products and services, solve problems and conflict and reassure others
	  • provide detailed information and specialised assistance in area of work activity
	  • conduct product and service transactions
	  • use a range of effective non-verbal communication skills.

Context of and specific resources for assessment	Assessment must ensure use of:
	• a real or simulated workplace activity for which communication in languages other than English is required
	• other people with whom the individual can interact in the relevant language
	• resources that support communication in languages other than English:
	  • dictionaries and phrase books
	  • language mats
	  • industry materials, such as menus, timetables and brochures written in languages other than English.

Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • oral assessment of conversational language use • direct observation of the individual communicating in a language other than English while undertaking typical workplace activities • review of workplace documents prepared by the individual to assist verbal communication • written or oral questioning to assess knowledge of language requirements, cultural conventions and cross-cultural communication considerations • review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.
Guidance information for	The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to

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assessment	the industry sector, workplace and job role, for example: • SITHFAB309 Provide advice on food • SITTTSL303 Sell tourism products and services • SITTTSL305 Process reservations • SITXCOM401 Manage conflict.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Techniques may include:	• initiating conversations about topical matters • making offers of additional assistance • questioning about needs and preferences.
Detailed information and advice may relate to:	• external products and services • internal products and services • medical and emergency information.

Workplace documents, ***materials and other references*** may include:	• general information
	• product-specific information:
	  • booking conditions
	  • brochures
	  • menus
	  • price lists
	  • timetables.

Unpredictable situations and problems may relate to:	• complaints
	• emergency situations
	• cross-cultural misunderstandings
	• operational details:
	  • delays
	  • equipment malfunction
	  • lost luggage and stolen property
	  • lost people
	  • variations
	• safety issues.

Negotiations at a functional level may relate to	• accommodation

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arrangements for:

- conferences and functions
- entertainment
- shopping
- tours.

Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

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SITXLAN3105 Conduct oral communication in a language other than English (Finnish)

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to conduct both predictable and non-routine, varied communications, transactions and interactions in a language other than English.

There is no direct parity with any formal language proficiency ratings or assessment framework, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 3.

Application of the Unit

This unit applies to all industry contexts and individuals working in at many different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit may be customised for training delivery and assessment of proficiency in any language. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN3101 Conduct oral communication in a language other than English (Arabic).

SITXLAN3101	(Arabic)
SITXLAN3102	(Indonesian)
SITXLAN3103	(Cantonese)
SITXLAN3104	(Dutch)
SITXLAN3105	(Finnish)
SITXLAN3106	(French)
SITXLAN3107	(German)
SITXLAN3108	(Greek)
SITXLAN3109	(Hindi)

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SITXLAN3110	(Hungarian)
SITXLAN3111	(Italian)
SITXLAN3112	(Japanese)
SITXLAN3113	(Korean)
SITXLAN3114	(Malay)
SITXLAN3115	(Mandarin)
SITXLAN3116	(Polish)
SITXLAN3117	(Portuguese)
SITXLAN3118	(Russian)
SITXLAN3119	(Serbian)
SITXLAN3120	(Spanish)
SITXLAN3121	(Swedish)
SITXLAN3122	(Swiss German)
SITXLAN3123	(Taiwanese)
SITXLAN3124	(Thai)
SITXLAN3125	(Turkish)
SITXLAN3126	(Croatian)
SITXLAN3127	(Bosnian)
SITXLAN3128	(Australian Indigenous languages)
SITXLAN3129	(AUSLAN)

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

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Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Converse with others.	1.1 Use ***techniques*** to extend interactions with others. 1.2 Seek and offer additional information and assistance to support quality of communication and service. 1.3 Support communication with comments on topical familiar matters, workplace business and events. 1.4 Use non-verbal communication to convey an acceptance of and sensitivity towards others.
2. Provide detailed information and advice.	2.1 Identify need for ***detailed information and advice***. 2.2 Convey detailed information and advice using narrative and descriptive statements. 2.3 Repeat, paraphrase and clarify communications to avoid misunderstanding and to explain difficult points. 2.4 Use ***workplace documents***, ***materials and other references*** to support explanations as required.
3. Respond to unpredictable situations and problems.	3.1 Provide appropriate advice in response to requests, ***unpredictable situations and problems***. 3.2 Identify need for and seek assistance from others to better respond to the situation or problem. 3.3 Identify key facts of problems and facilitate solutions through open communication with relevant people. 3.4 Provide explanations of problems and their cause, and elaborate on detail. 3.5 Respond to conflict and complaints with sensitivity, following appropriate social and cultural conventions. 3.6 Convey appropriate apologies and expressions of regret as

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	required.
4. Conduct negotiations at a functional level.	4.1 Facilitate ***negotiations at a functional level*** through exchange of key information and agreement on details. 4.2 Provide appropriate explanations about products and services. 4.3 Achieve mutual understanding and agreement.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills in a Language other than English to:
  - interact positively and courteously in non-routine and varied interactive workplace communications
  - establish rapport
  - provide detailed information and advice
  - solve problems and conflicts
  - conduct negotiations at a functional level.

Required knowledge

- social and cultural conventions relevant to the language being assessed, including:
  - knowledge and some consistent use of forms of address
  - recognition and consideration of customs, protocols and taboos
- cross-cultural communication challenges that may occur when negotiating and solving problems, and how these may be addressed
- aspects of verbal and non-verbal communication that support effective negotiation and interaction in the language being assessed.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

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Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to:
	• conduct workplace oral communication in a language other than English:
	  • use narrative and descriptive statements
	  • use repetition, clarification and paraphrasing techniques to clarify requirements, answer questions about products and services, solve problems and conflict and reassure others
	  • provide detailed information and specialised assistance in area of work activity
	  • conduct product and service transactions
	  • use a range of effective non-verbal communication skills.

Context of and specific resources for assessment	Assessment must ensure use of:
	• a real or simulated workplace activity for which communication in languages other than English is required
	• other people with whom the individual can interact in the relevant language
	• resources that support communication in languages other than English:
	  • dictionaries and phrase books
	  • language mats
	  • industry materials, such as menus, timetables and brochures written in languages other than English.

Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • oral assessment of conversational language use • direct observation of the individual communicating in a language other than English while undertaking typical workplace activities • review of workplace documents prepared by the individual to assist verbal communication • written or oral questioning to assess knowledge of language requirements, cultural conventions and cross-cultural communication considerations • review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.
Guidance information for	The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to

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assessment	the industry sector, workplace and job role, for example: • SITHFAB309 Provide advice on food • SITTTSL303 Sell tourism products and services • SITTTSL305 Process reservations • SITXCOM401 Manage conflict.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Techniques may include:	• initiating conversations about topical matters • making offers of additional assistance • questioning about needs and preferences.
Detailed information and advice may relate to:	• external products and services • internal products and services • medical and emergency information.

Workplace documents, ***materials and other references*** may include:	• general information
	• product-specific information:
	  • booking conditions
	  • brochures
	  • menus
	  • price lists
	  • timetables.

Unpredictable situations and problems may relate to:	• complaints
	• emergency situations
	• cross-cultural misunderstandings
	• operational details:
	  • delays
	  • equipment malfunction
	  • lost luggage and stolen property
	  • lost people
	  • variations
	• safety issues.

Negotiations at a functional level may relate to	• accommodation

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arrangements for:

- conferences and functions
- entertainment
- shopping
- tours.

Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

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SITXLAN3106 Conduct oral communication in a language other than English (French)

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to conduct both predictable and non-routine, varied communications, transactions and interactions in a language other than English.

There is no direct parity with any formal language proficiency ratings or assessment framework, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 3.

Application of the Unit

This unit applies to all industry contexts and individuals working in at many different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit may be customised for training delivery and assessment of proficiency in any language. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN3101 Conduct oral communication in a language other than English (Arabic).

SITXLAN3101	(Arabic)
SITXLAN3102	(Indonesian)
SITXLAN3103	(Cantonese)
SITXLAN3104	(Dutch)
SITXLAN3105	(Finnish)
SITXLAN3106	(French)
SITXLAN3107	(German)
SITXLAN3108	(Greek)
SITXLAN3109	(Hindi)

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SITXLAN3110	(Hungarian)
SITXLAN3111	(Italian)
SITXLAN3112	(Japanese)
SITXLAN3113	(Korean)
SITXLAN3114	(Malay)
SITXLAN3115	(Mandarin)
SITXLAN3116	(Polish)
SITXLAN3117	(Portuguese)
SITXLAN3118	(Russian)
SITXLAN3119	(Serbian)
SITXLAN3120	(Spanish)
SITXLAN3121	(Swedish)
SITXLAN3122	(Swiss German)
SITXLAN3123	(Taiwanese)
SITXLAN3124	(Thai)
SITXLAN3125	(Turkish)
SITXLAN3126	(Croatian)
SITXLAN3127	(Bosnian)
SITXLAN3128	(Australian Indigenous languages)
SITXLAN3129	(AUSLAN)

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

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Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Converse with others.	1.1 Use ***techniques*** to extend interactions with others. 1.2 Seek and offer additional information and assistance to support quality of communication and service. 1.3 Support communication with comments on topical familiar matters, workplace business and events. 1.4 Use non-verbal communication to convey an acceptance of and sensitivity towards others.
2. Provide detailed information and advice.	2.1 Identify need for ***detailed information and advice***. 2.2 Convey detailed information and advice using narrative and descriptive statements. 2.3 Repeat, paraphrase and clarify communications to avoid misunderstanding and to explain difficult points. 2.4 Use ***workplace documents***, ***materials and other references*** to support explanations as required.
3. Respond to unpredictable situations and problems.	3.1 Provide appropriate advice in response to requests, ***unpredictable situations and problems***. 3.2 Identify need for and seek assistance from others to better respond to the situation or problem. 3.3 Identify key facts of problems and facilitate solutions through open communication with relevant people. 3.4 Provide explanations of problems and their cause, and elaborate on detail. 3.5 Respond to conflict and complaints with sensitivity, following appropriate social and cultural conventions. 3.6 Convey appropriate apologies and expressions of regret as

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	required.
4. Conduct negotiations at a functional level.	4.1 Facilitate ***negotiations at a functional level*** through exchange of key information and agreement on details. 4.2 Provide appropriate explanations about products and services. 4.3 Achieve mutual understanding and agreement.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills in a Language other than English to:
  - interact positively and courteously in non-routine and varied interactive workplace communications
  - establish rapport
  - provide detailed information and advice
  - solve problems and conflicts
  - conduct negotiations at a functional level.

Required knowledge

- social and cultural conventions relevant to the language being assessed, including:
  - knowledge and some consistent use of forms of address
  - recognition and consideration of customs, protocols and taboos
- cross-cultural communication challenges that may occur when negotiating and solving problems, and how these may be addressed
- aspects of verbal and non-verbal communication that support effective negotiation and interaction in the language being assessed.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

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Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to:
	• conduct workplace oral communication in a language other than English:
	  • use narrative and descriptive statements
	  • use repetition, clarification and paraphrasing techniques to clarify requirements, answer questions about products and services, solve problems and conflict and reassure others
	  • provide detailed information and specialised assistance in area of work activity
	  • conduct product and service transactions
	  • use a range of effective non-verbal communication skills.

Context of and specific resources for assessment	Assessment must ensure use of:
	• a real or simulated workplace activity for which communication in languages other than English is required
	• other people with whom the individual can interact in the relevant language
	• resources that support communication in languages other than English:
	  • dictionaries and phrase books
	  • language mats
	  • industry materials, such as menus, timetables and brochures written in languages other than English.

Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • oral assessment of conversational language use • direct observation of the individual communicating in a language other than English while undertaking typical workplace activities • review of workplace documents prepared by the individual to assist verbal communication • written or oral questioning to assess knowledge of language requirements, cultural conventions and cross-cultural communication considerations • review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.
Guidance information for	The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to

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assessment	the industry sector, workplace and job role, for example: • SITHFAB309 Provide advice on food • SITTTSL303 Sell tourism products and services • SITTTSL305 Process reservations • SITXCOM401 Manage conflict.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Techniques may include:	• initiating conversations about topical matters • making offers of additional assistance • questioning about needs and preferences.
Detailed information and advice may relate to:	• external products and services • internal products and services • medical and emergency information.

Workplace documents, ***materials and other references*** may include:	• general information
	• product-specific information:
	  • booking conditions
	  • brochures
	  • menus
	  • price lists
	  • timetables.

Unpredictable situations and problems may relate to:	• complaints
	• emergency situations
	• cross-cultural misunderstandings
	• operational details:
	  • delays
	  • equipment malfunction
	  • lost luggage and stolen property
	  • lost people
	  • variations
	• safety issues.

Negotiations at a functional level may relate to	• accommodation

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arrangements for:

- conferences and functions
- entertainment
- shopping
- tours.

Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

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SITXLAN3107 Conduct oral communication in a language other than English (German)

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to conduct both predictable and non-routine, varied communications, transactions and interactions in a language other than English.

There is no direct parity with any formal language proficiency ratings or assessment framework, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 3.

Application of the Unit

This unit applies to all industry contexts and individuals working in at many different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit may be customised for training delivery and assessment of proficiency in any language. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN3101 Conduct oral communication in a language other than English (Arabic).

SITXLAN3101	(Arabic)
SITXLAN3102	(Indonesian)
SITXLAN3103	(Cantonese)
SITXLAN3104	(Dutch)
SITXLAN3105	(Finnish)
SITXLAN3106	(French)
SITXLAN3107	(German)
SITXLAN3108	(Greek)
SITXLAN3109	(Hindi)

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SITXLAN3110	(Hungarian)
SITXLAN3111	(Italian)
SITXLAN3112	(Japanese)
SITXLAN3113	(Korean)
SITXLAN3114	(Malay)
SITXLAN3115	(Mandarin)
SITXLAN3116	(Polish)
SITXLAN3117	(Portuguese)
SITXLAN3118	(Russian)
SITXLAN3119	(Serbian)
SITXLAN3120	(Spanish)
SITXLAN3121	(Swedish)
SITXLAN3122	(Swiss German)
SITXLAN3123	(Taiwanese)
SITXLAN3124	(Thai)
SITXLAN3125	(Turkish)
SITXLAN3126	(Croatian)
SITXLAN3127	(Bosnian)
SITXLAN3128	(Australian Indigenous languages)
SITXLAN3129	(AUSLAN)

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

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Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Converse with others.	1.1 Use ***techniques*** to extend interactions with others. 1.2 Seek and offer additional information and assistance to support quality of communication and service. 1.3 Support communication with comments on topical familiar matters, workplace business and events. 1.4 Use non-verbal communication to convey an acceptance of and sensitivity towards others.
2. Provide detailed information and advice.	2.1 Identify need for ***detailed information and advice***. 2.2 Convey detailed information and advice using narrative and descriptive statements. 2.3 Repeat, paraphrase and clarify communications to avoid misunderstanding and to explain difficult points. 2.4 Use ***workplace documents***, ***materials and other references*** to support explanations as required.
3. Respond to unpredictable situations and problems.	3.1 Provide appropriate advice in response to requests, ***unpredictable situations and problems***. 3.2 Identify need for and seek assistance from others to better respond to the situation or problem. 3.3 Identify key facts of problems and facilitate solutions through open communication with relevant people. 3.4 Provide explanations of problems and their cause, and elaborate on detail. 3.5 Respond to conflict and complaints with sensitivity, following appropriate social and cultural conventions. 3.6 Convey appropriate apologies and expressions of regret as

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	required.
4. Conduct negotiations at a functional level.	4.1 Facilitate ***negotiations at a functional level*** through exchange of key information and agreement on details. 4.2 Provide appropriate explanations about products and services. 4.3 Achieve mutual understanding and agreement.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills in a Language other than English to:
  - interact positively and courteously in non-routine and varied interactive workplace communications
  - establish rapport
  - provide detailed information and advice
  - solve problems and conflicts
  - conduct negotiations at a functional level.

Required knowledge

- social and cultural conventions relevant to the language being assessed, including:
  - knowledge and some consistent use of forms of address
  - recognition and consideration of customs, protocols and taboos
- cross-cultural communication challenges that may occur when negotiating and solving problems, and how these may be addressed
- aspects of verbal and non-verbal communication that support effective negotiation and interaction in the language being assessed.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

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Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to:
	• conduct workplace oral communication in a language other than English:
	  • use narrative and descriptive statements
	  • use repetition, clarification and paraphrasing techniques to clarify requirements, answer questions about products and services, solve problems and conflict and reassure others
	  • provide detailed information and specialised assistance in area of work activity
	  • conduct product and service transactions
	  • use a range of effective non-verbal communication skills.

Context of and specific resources for assessment	Assessment must ensure use of:
	• a real or simulated workplace activity for which communication in languages other than English is required
	• other people with whom the individual can interact in the relevant language
	• resources that support communication in languages other than English:
	  • dictionaries and phrase books
	  • language mats
	  • industry materials, such as menus, timetables and brochures written in languages other than English.

Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • oral assessment of conversational language use • direct observation of the individual communicating in a language other than English while undertaking typical workplace activities • review of workplace documents prepared by the individual to assist verbal communication • written or oral questioning to assess knowledge of language requirements, cultural conventions and cross-cultural communication considerations • review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.
Guidance information for	The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to

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assessment	the industry sector, workplace and job role, for example: • SITHFAB309 Provide advice on food • SITTTSL303 Sell tourism products and services • SITTTSL305 Process reservations • SITXCOM401 Manage conflict.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Techniques may include:	• initiating conversations about topical matters • making offers of additional assistance • questioning about needs and preferences.
Detailed information and advice may relate to:	• external products and services • internal products and services • medical and emergency information.

Workplace documents, ***materials and other references*** may include:	• general information
	• product-specific information:
	  • booking conditions
	  • brochures
	  • menus
	  • price lists
	  • timetables.

Unpredictable situations and problems may relate to:	• complaints
	• emergency situations
	• cross-cultural misunderstandings
	• operational details:
	  • delays
	  • equipment malfunction
	  • lost luggage and stolen property
	  • lost people
	  • variations
	• safety issues.

Negotiations at a functional level may relate to	• accommodation

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arrangements for:

- conferences and functions
- entertainment
- shopping
- tours.

Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

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SITXLAN3108 Conduct oral communication in a language other than English (Greek)

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to conduct both predictable and non-routine, varied communications, transactions and interactions in a language other than English.

There is no direct parity with any formal language proficiency ratings or assessment framework, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 3.

Application of the Unit

This unit applies to all industry contexts and individuals working in at many different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit may be customised for training delivery and assessment of proficiency in any language. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN3101 Conduct oral communication in a language other than English (Arabic).

SITXLAN3101	(Arabic)
SITXLAN3102	(Indonesian)
SITXLAN3103	(Cantonese)
SITXLAN3104	(Dutch)
SITXLAN3105	(Finnish)
SITXLAN3106	(French)
SITXLAN3107	(German)
SITXLAN3108	(Greek)
SITXLAN3109	(Hindi)

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SITXLAN3110	(Hungarian)
SITXLAN3111	(Italian)
SITXLAN3112	(Japanese)
SITXLAN3113	(Korean)
SITXLAN3114	(Malay)
SITXLAN3115	(Mandarin)
SITXLAN3116	(Polish)
SITXLAN3117	(Portuguese)
SITXLAN3118	(Russian)
SITXLAN3119	(Serbian)
SITXLAN3120	(Spanish)
SITXLAN3121	(Swedish)
SITXLAN3122	(Swiss German)
SITXLAN3123	(Taiwanese)
SITXLAN3124	(Thai)
SITXLAN3125	(Turkish)
SITXLAN3126	(Croatian)
SITXLAN3127	(Bosnian)
SITXLAN3128	(Australian Indigenous languages)
SITXLAN3129	(AUSLAN)

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

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Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Converse with others.	1.1 Use ***techniques*** to extend interactions with others. 1.2 Seek and offer additional information and assistance to support quality of communication and service. 1.3 Support communication with comments on topical familiar matters, workplace business and events. 1.4 Use non-verbal communication to convey an acceptance of and sensitivity towards others.
2. Provide detailed information and advice.	2.1 Identify need for ***detailed information and advice***. 2.2 Convey detailed information and advice using narrative and descriptive statements. 2.3 Repeat, paraphrase and clarify communications to avoid misunderstanding and to explain difficult points. 2.4 Use ***workplace documents***, ***materials and other references*** to support explanations as required.
3. Respond to unpredictable situations and problems.	3.1 Provide appropriate advice in response to requests, ***unpredictable situations and problems***. 3.2 Identify need for and seek assistance from others to better respond to the situation or problem. 3.3 Identify key facts of problems and facilitate solutions through open communication with relevant people. 3.4 Provide explanations of problems and their cause, and elaborate on detail. 3.5 Respond to conflict and complaints with sensitivity, following appropriate social and cultural conventions. 3.6 Convey appropriate apologies and expressions of regret as

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	required.
4. Conduct negotiations at a functional level.	4.1 Facilitate ***negotiations at a functional level*** through exchange of key information and agreement on details. 4.2 Provide appropriate explanations about products and services. 4.3 Achieve mutual understanding and agreement.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills in a Language other than English to:
  - interact positively and courteously in non-routine and varied interactive workplace communications
  - establish rapport
  - provide detailed information and advice
  - solve problems and conflicts
  - conduct negotiations at a functional level.

Required knowledge

- social and cultural conventions relevant to the language being assessed, including:
  - knowledge and some consistent use of forms of address
  - recognition and consideration of customs, protocols and taboos
- cross-cultural communication challenges that may occur when negotiating and solving problems, and how these may be addressed
- aspects of verbal and non-verbal communication that support effective negotiation and interaction in the language being assessed.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

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Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to:
	• conduct workplace oral communication in a language other than English:
	  • use narrative and descriptive statements
	  • use repetition, clarification and paraphrasing techniques to clarify requirements, answer questions about products and services, solve problems and conflict and reassure others
	  • provide detailed information and specialised assistance in area of work activity
	  • conduct product and service transactions
	  • use a range of effective non-verbal communication skills.

Context of and specific resources for assessment	Assessment must ensure use of:
	• a real or simulated workplace activity for which communication in languages other than English is required
	• other people with whom the individual can interact in the relevant language
	• resources that support communication in languages other than English:
	  • dictionaries and phrase books
	  • language mats
	  • industry materials, such as menus, timetables and brochures written in languages other than English.

Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • oral assessment of conversational language use • direct observation of the individual communicating in a language other than English while undertaking typical workplace activities • review of workplace documents prepared by the individual to assist verbal communication • written or oral questioning to assess knowledge of language requirements, cultural conventions and cross-cultural communication considerations • review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.
Guidance information for	The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to

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assessment	the industry sector, workplace and job role, for example: • SITHFAB309 Provide advice on food • SITTTSL303 Sell tourism products and services • SITTTSL305 Process reservations • SITXCOM401 Manage conflict.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Techniques may include:	• initiating conversations about topical matters • making offers of additional assistance • questioning about needs and preferences.
Detailed information and advice may relate to:	• external products and services • internal products and services • medical and emergency information.

Workplace documents, ***materials and other references*** may include:	• general information
	• product-specific information:
	  • booking conditions
	  • brochures
	  • menus
	  • price lists
	  • timetables.

Unpredictable situations and problems may relate to:	• complaints
	• emergency situations
	• cross-cultural misunderstandings
	• operational details:
	  • delays
	  • equipment malfunction
	  • lost luggage and stolen property
	  • lost people
	  • variations
	• safety issues.

Negotiations at a functional level may relate to	• accommodation

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arrangements for:

- conferences and functions
- entertainment
- shopping
- tours.

Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

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SITXLAN3109 Conduct oral communication in a language other than English (Hindi)

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to conduct both predictable and non-routine, varied communications, transactions and interactions in a language other than English.

There is no direct parity with any formal language proficiency ratings or assessment framework, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 3.

Application of the Unit

This unit applies to all industry contexts and individuals working in at many different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit may be customised for training delivery and assessment of proficiency in any language. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN3101 Conduct oral communication in a language other than English (Arabic).

SITXLAN3101	(Arabic)
SITXLAN3102	(Indonesian)
SITXLAN3103	(Cantonese)
SITXLAN3104	(Dutch)
SITXLAN3105	(Finnish)
SITXLAN3106	(French)
SITXLAN3107	(German)
SITXLAN3108	(Greek)
SITXLAN3109	(Hindi)

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SITXLAN3110	(Hungarian)
SITXLAN3111	(Italian)
SITXLAN3112	(Japanese)
SITXLAN3113	(Korean)
SITXLAN3114	(Malay)
SITXLAN3115	(Mandarin)
SITXLAN3116	(Polish)
SITXLAN3117	(Portuguese)
SITXLAN3118	(Russian)
SITXLAN3119	(Serbian)
SITXLAN3120	(Spanish)
SITXLAN3121	(Swedish)
SITXLAN3122	(Swiss German)
SITXLAN3123	(Taiwanese)
SITXLAN3124	(Thai)
SITXLAN3125	(Turkish)
SITXLAN3126	(Croatian)
SITXLAN3127	(Bosnian)
SITXLAN3128	(Australian Indigenous languages)
SITXLAN3129	(AUSLAN)

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

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Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Converse with others.	1.1 Use ***techniques*** to extend interactions with others. 1.2 Seek and offer additional information and assistance to support quality of communication and service. 1.3 Support communication with comments on topical familiar matters, workplace business and events. 1.4 Use non-verbal communication to convey an acceptance of and sensitivity towards others.
2. Provide detailed information and advice.	2.1 Identify need for ***detailed information and advice***. 2.2 Convey detailed information and advice using narrative and descriptive statements. 2.3 Repeat, paraphrase and clarify communications to avoid misunderstanding and to explain difficult points. 2.4 Use ***workplace documents***, ***materials and other references*** to support explanations as required.
3. Respond to unpredictable situations and problems.	3.1 Provide appropriate advice in response to requests, ***unpredictable situations and problems***. 3.2 Identify need for and seek assistance from others to better respond to the situation or problem. 3.3 Identify key facts of problems and facilitate solutions through open communication with relevant people. 3.4 Provide explanations of problems and their cause, and elaborate on detail. 3.5 Respond to conflict and complaints with sensitivity, following appropriate social and cultural conventions. 3.6 Convey appropriate apologies and expressions of regret as

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	required.
4. Conduct negotiations at a functional level.	4.1 Facilitate ***negotiations at a functional level*** through exchange of key information and agreement on details. 4.2 Provide appropriate explanations about products and services. 4.3 Achieve mutual understanding and agreement.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills in a Language other than English to:
  - interact positively and courteously in non-routine and varied interactive workplace communications
  - establish rapport
  - provide detailed information and advice
  - solve problems and conflicts
  - conduct negotiations at a functional level.

Required knowledge

- social and cultural conventions relevant to the language being assessed, including:
  - knowledge and some consistent use of forms of address
  - recognition and consideration of customs, protocols and taboos
- cross-cultural communication challenges that may occur when negotiating and solving problems, and how these may be addressed
- aspects of verbal and non-verbal communication that support effective negotiation and interaction in the language being assessed.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

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Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to:
	• conduct workplace oral communication in a language other than English:
	  • use narrative and descriptive statements
	  • use repetition, clarification and paraphrasing techniques to clarify requirements, answer questions about products and services, solve problems and conflict and reassure others
	  • provide detailed information and specialised assistance in area of work activity
	  • conduct product and service transactions
	  • use a range of effective non-verbal communication skills.

Context of and specific resources for assessment	Assessment must ensure use of:
	• a real or simulated workplace activity for which communication in languages other than English is required
	• other people with whom the individual can interact in the relevant language
	• resources that support communication in languages other than English:
	  • dictionaries and phrase books
	  • language mats
	  • industry materials, such as menus, timetables and brochures written in languages other than English.

Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • oral assessment of conversational language use • direct observation of the individual communicating in a language other than English while undertaking typical workplace activities • review of workplace documents prepared by the individual to assist verbal communication • written or oral questioning to assess knowledge of language requirements, cultural conventions and cross-cultural communication considerations • review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.
Guidance information for	The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to

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assessment	the industry sector, workplace and job role, for example: • SITHFAB309 Provide advice on food • SITTTSL303 Sell tourism products and services • SITTTSL305 Process reservations • SITXCOM401 Manage conflict.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Techniques may include:	• initiating conversations about topical matters • making offers of additional assistance • questioning about needs and preferences.
Detailed information and advice may relate to:	• external products and services • internal products and services • medical and emergency information.

Workplace documents, ***materials and other references*** may include:	• general information
	• product-specific information:
	  • booking conditions
	  • brochures
	  • menus
	  • price lists
	  • timetables.

Unpredictable situations and problems may relate to:	• complaints
	• emergency situations
	• cross-cultural misunderstandings
	• operational details:
	  • delays
	  • equipment malfunction
	  • lost luggage and stolen property
	  • lost people
	  • variations
	• safety issues.

Negotiations at a functional level may relate to	• accommodation

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arrangements for:

- conferences and functions
- entertainment
- shopping
- tours.

Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

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SITXLAN3110 Conduct oral communication in a language other than English (Hungarian)

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to conduct both predictable and non-routine, varied communications, transactions and interactions in a language other than English.

There is no direct parity with any formal language proficiency ratings or assessment framework, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 3.

Application of the Unit

This unit applies to all industry contexts and individuals working in at many different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit may be customised for training delivery and assessment of proficiency in any language. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN3101 Conduct oral communication in a language other than English (Arabic).

SITXLAN3101	(Arabic)
SITXLAN3102	(Indonesian)
SITXLAN3103	(Cantonese)
SITXLAN3104	(Dutch)
SITXLAN3105	(Finnish)
SITXLAN3106	(French)
SITXLAN3107	(German)
SITXLAN3108	(Greek)
SITXLAN3109	(Hindi)

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SITXLAN3110	(Hungarian)
SITXLAN3111	(Italian)
SITXLAN3112	(Japanese)
SITXLAN3113	(Korean)
SITXLAN3114	(Malay)
SITXLAN3115	(Mandarin)
SITXLAN3116	(Polish)
SITXLAN3117	(Portuguese)
SITXLAN3118	(Russian)
SITXLAN3119	(Serbian)
SITXLAN3120	(Spanish)
SITXLAN3121	(Swedish)
SITXLAN3122	(Swiss German)
SITXLAN3123	(Taiwanese)
SITXLAN3124	(Thai)
SITXLAN3125	(Turkish)
SITXLAN3126	(Croatian)
SITXLAN3127	(Bosnian)
SITXLAN3128	(Australian Indigenous languages)
SITXLAN3129	(AUSLAN)

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

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Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Converse with others.	1.1 Use ***techniques*** to extend interactions with others. 1.2 Seek and offer additional information and assistance to support quality of communication and service. 1.3 Support communication with comments on topical familiar matters, workplace business and events. 1.4 Use non-verbal communication to convey an acceptance of and sensitivity towards others.
2. Provide detailed information and advice.	2.1 Identify need for ***detailed information and advice***. 2.2 Convey detailed information and advice using narrative and descriptive statements. 2.3 Repeat, paraphrase and clarify communications to avoid misunderstanding and to explain difficult points. 2.4 Use ***workplace documents***, ***materials and other references*** to support explanations as required.
3. Respond to unpredictable situations and problems.	3.1 Provide appropriate advice in response to requests, ***unpredictable situations and problems***. 3.2 Identify need for and seek assistance from others to better respond to the situation or problem. 3.3 Identify key facts of problems and facilitate solutions through open communication with relevant people. 3.4 Provide explanations of problems and their cause, and elaborate on detail. 3.5 Respond to conflict and complaints with sensitivity, following appropriate social and cultural conventions. 3.6 Convey appropriate apologies and expressions of regret as

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	required.
4. Conduct negotiations at a functional level.	4.1 Facilitate ***negotiations at a functional level*** through exchange of key information and agreement on details. 4.2 Provide appropriate explanations about products and services. 4.3 Achieve mutual understanding and agreement.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills in a Language other than English to:
  - interact positively and courteously in non-routine and varied interactive workplace communications
  - establish rapport
  - provide detailed information and advice
  - solve problems and conflicts
  - conduct negotiations at a functional level.

Required knowledge

- social and cultural conventions relevant to the language being assessed, including:
  - knowledge and some consistent use of forms of address
  - recognition and consideration of customs, protocols and taboos
- cross-cultural communication challenges that may occur when negotiating and solving problems, and how these may be addressed
- aspects of verbal and non-verbal communication that support effective negotiation and interaction in the language being assessed.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

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Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to:
	• conduct workplace oral communication in a language other than English:
	  • use narrative and descriptive statements
	  • use repetition, clarification and paraphrasing techniques to clarify requirements, answer questions about products and services, solve problems and conflict and reassure others
	  • provide detailed information and specialised assistance in area of work activity
	  • conduct product and service transactions
	  • use a range of effective non-verbal communication skills.

Context of and specific resources for assessment	Assessment must ensure use of:
	• a real or simulated workplace activity for which communication in languages other than English is required
	• other people with whom the individual can interact in the relevant language
	• resources that support communication in languages other than English:
	  • dictionaries and phrase books
	  • language mats
	  • industry materials, such as menus, timetables and brochures written in languages other than English.

Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • oral assessment of conversational language use • direct observation of the individual communicating in a language other than English while undertaking typical workplace activities • review of workplace documents prepared by the individual to assist verbal communication • written or oral questioning to assess knowledge of language requirements, cultural conventions and cross-cultural communication considerations • review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.
Guidance information for	The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to

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assessment	the industry sector, workplace and job role, for example: • SITHFAB309 Provide advice on food • SITTTSL303 Sell tourism products and services • SITTTSL305 Process reservations • SITXCOM401 Manage conflict.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Techniques may include:	• initiating conversations about topical matters • making offers of additional assistance • questioning about needs and preferences.
Detailed information and advice may relate to:	• external products and services • internal products and services • medical and emergency information.

Workplace documents, ***materials and other references*** may include:	• general information
	• product-specific information:
	  • booking conditions
	  • brochures
	  • menus
	  • price lists
	  • timetables.

Unpredictable situations and problems may relate to:	• complaints
	• emergency situations
	• cross-cultural misunderstandings
	• operational details:
	  • delays
	  • equipment malfunction
	  • lost luggage and stolen property
	  • lost people
	  • variations
	• safety issues.

Negotiations at a functional level may relate to	• accommodation

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arrangements for:

- conferences and functions
- entertainment
- shopping
- tours.

Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

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SITXLAN3111 Conduct oral communication in a language other than English (Italian)

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to conduct both predictable and non-routine, varied communications, transactions and interactions in a language other than English.

There is no direct parity with any formal language proficiency ratings or assessment framework, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 3.

Application of the Unit

This unit applies to all industry contexts and individuals working in at many different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit may be customised for training delivery and assessment of proficiency in any language. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN3101 Conduct oral communication in a language other than English (Arabic).

SITXLAN3101	(Arabic)
SITXLAN3102	(Indonesian)
SITXLAN3103	(Cantonese)
SITXLAN3104	(Dutch)
SITXLAN3105	(Finnish)
SITXLAN3106	(French)
SITXLAN3107	(German)
SITXLAN3108	(Greek)
SITXLAN3109	(Hindi)

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SITXLAN3110	(Hungarian)
SITXLAN3111	(Italian)
SITXLAN3112	(Japanese)
SITXLAN3113	(Korean)
SITXLAN3114	(Malay)
SITXLAN3115	(Mandarin)
SITXLAN3116	(Polish)
SITXLAN3117	(Portuguese)
SITXLAN3118	(Russian)
SITXLAN3119	(Serbian)
SITXLAN3120	(Spanish)
SITXLAN3121	(Swedish)
SITXLAN3122	(Swiss German)
SITXLAN3123	(Taiwanese)
SITXLAN3124	(Thai)
SITXLAN3125	(Turkish)
SITXLAN3126	(Croatian)
SITXLAN3127	(Bosnian)
SITXLAN3128	(Australian Indigenous languages)
SITXLAN3129	(AUSLAN)

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

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Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Converse with others.	1.1 Use ***techniques*** to extend interactions with others. 1.2 Seek and offer additional information and assistance to support quality of communication and service. 1.3 Support communication with comments on topical familiar matters, workplace business and events. 1.4 Use non-verbal communication to convey an acceptance of and sensitivity towards others.
2. Provide detailed information and advice.	2.1 Identify need for ***detailed information and advice***. 2.2 Convey detailed information and advice using narrative and descriptive statements. 2.3 Repeat, paraphrase and clarify communications to avoid misunderstanding and to explain difficult points. 2.4 Use ***workplace documents***, ***materials and other references*** to support explanations as required.
3. Respond to unpredictable situations and problems.	3.1 Provide appropriate advice in response to requests, ***unpredictable situations and problems***. 3.2 Identify need for and seek assistance from others to better respond to the situation or problem. 3.3 Identify key facts of problems and facilitate solutions through open communication with relevant people. 3.4 Provide explanations of problems and their cause, and elaborate on detail. 3.5 Respond to conflict and complaints with sensitivity, following appropriate social and cultural conventions. 3.6 Convey appropriate apologies and expressions of regret as

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	required.
4. Conduct negotiations at a functional level.	4.1 Facilitate ***negotiations at a functional level*** through exchange of key information and agreement on details. 4.2 Provide appropriate explanations about products and services. 4.3 Achieve mutual understanding and agreement.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills in a Language other than English to:
  - interact positively and courteously in non-routine and varied interactive workplace communications
  - establish rapport
  - provide detailed information and advice
  - solve problems and conflicts
  - conduct negotiations at a functional level.

Required knowledge

- social and cultural conventions relevant to the language being assessed, including:
  - knowledge and some consistent use of forms of address
  - recognition and consideration of customs, protocols and taboos
- cross-cultural communication challenges that may occur when negotiating and solving problems, and how these may be addressed
- aspects of verbal and non-verbal communication that support effective negotiation and interaction in the language being assessed.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

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Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to:
	• conduct workplace oral communication in a language other than English:
	  • use narrative and descriptive statements
	  • use repetition, clarification and paraphrasing techniques to clarify requirements, answer questions about products and services, solve problems and conflict and reassure others
	  • provide detailed information and specialised assistance in area of work activity
	  • conduct product and service transactions
	  • use a range of effective non-verbal communication skills.

Context of and specific resources for assessment	Assessment must ensure use of:
	• a real or simulated workplace activity for which communication in languages other than English is required
	• other people with whom the individual can interact in the relevant language
	• resources that support communication in languages other than English:
	  • dictionaries and phrase books
	  • language mats
	  • industry materials, such as menus, timetables and brochures written in languages other than English.

Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • oral assessment of conversational language use • direct observation of the individual communicating in a language other than English while undertaking typical workplace activities • review of workplace documents prepared by the individual to assist verbal communication • written or oral questioning to assess knowledge of language requirements, cultural conventions and cross-cultural communication considerations • review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.
Guidance information for	The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to

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assessment	the industry sector, workplace and job role, for example: • SITHFAB309 Provide advice on food • SITTTSL303 Sell tourism products and services • SITTTSL305 Process reservations • SITXCOM401 Manage conflict.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Techniques may include:	• initiating conversations about topical matters • making offers of additional assistance • questioning about needs and preferences.
Detailed information and advice may relate to:	• external products and services • internal products and services • medical and emergency information.

Workplace documents, ***materials and other references*** may include:	• general information
	• product-specific information:
	  • booking conditions
	  • brochures
	  • menus
	  • price lists
	  • timetables.

Unpredictable situations and problems may relate to:	• complaints
	• emergency situations
	• cross-cultural misunderstandings
	• operational details:
	  • delays
	  • equipment malfunction
	  • lost luggage and stolen property
	  • lost people
	  • variations
	• safety issues.

Negotiations at a functional level may relate to	• accommodation

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arrangements for:

- conferences and functions
- entertainment
- shopping
- tours.

Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

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SITXLAN3112 Conduct oral communication in a language other than English (Japanese)

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to conduct both predictable and non-routine, varied communications, transactions and interactions in a language other than English.

There is no direct parity with any formal language proficiency ratings or assessment framework, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 3.

Application of the Unit

This unit applies to all industry contexts and individuals working in at many different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit may be customised for training delivery and assessment of proficiency in any language. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN3101 Conduct oral communication in a language other than English (Arabic).

SITXLAN3101	(Arabic)
SITXLAN3102	(Indonesian)
SITXLAN3103	(Cantonese)
SITXLAN3104	(Dutch)
SITXLAN3105	(Finnish)
SITXLAN3106	(French)
SITXLAN3107	(German)
SITXLAN3108	(Greek)
SITXLAN3109	(Hindi)

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SITXLAN3110	(Hungarian)
SITXLAN3111	(Italian)
SITXLAN3112	(Japanese)
SITXLAN3113	(Korean)
SITXLAN3114	(Malay)
SITXLAN3115	(Mandarin)
SITXLAN3116	(Polish)
SITXLAN3117	(Portuguese)
SITXLAN3118	(Russian)
SITXLAN3119	(Serbian)
SITXLAN3120	(Spanish)
SITXLAN3121	(Swedish)
SITXLAN3122	(Swiss German)
SITXLAN3123	(Taiwanese)
SITXLAN3124	(Thai)
SITXLAN3125	(Turkish)
SITXLAN3126	(Croatian)
SITXLAN3127	(Bosnian)
SITXLAN3128	(Australian Indigenous languages)
SITXLAN3129	(AUSLAN)

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

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Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Converse with others.	1.1 Use ***techniques*** to extend interactions with others. 1.2 Seek and offer additional information and assistance to support quality of communication and service. 1.3 Support communication with comments on topical familiar matters, workplace business and events. 1.4 Use non-verbal communication to convey an acceptance of and sensitivity towards others.
2. Provide detailed information and advice.	2.1 Identify need for ***detailed information and advice***. 2.2 Convey detailed information and advice using narrative and descriptive statements. 2.3 Repeat, paraphrase and clarify communications to avoid misunderstanding and to explain difficult points. 2.4 Use ***workplace documents***, ***materials and other references*** to support explanations as required.
3. Respond to unpredictable situations and problems.	3.1 Provide appropriate advice in response to requests, ***unpredictable situations and problems***. 3.2 Identify need for and seek assistance from others to better respond to the situation or problem. 3.3 Identify key facts of problems and facilitate solutions through open communication with relevant people. 3.4 Provide explanations of problems and their cause, and elaborate on detail. 3.5 Respond to conflict and complaints with sensitivity, following appropriate social and cultural conventions. 3.6 Convey appropriate apologies and expressions of regret as

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	required.
4. Conduct negotiations at a functional level.	4.1 Facilitate ***negotiations at a functional level*** through exchange of key information and agreement on details. 4.2 Provide appropriate explanations about products and services. 4.3 Achieve mutual understanding and agreement.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills in a Language other than English to:
  - interact positively and courteously in non-routine and varied interactive workplace communications
  - establish rapport
  - provide detailed information and advice
  - solve problems and conflicts
  - conduct negotiations at a functional level.

Required knowledge

- social and cultural conventions relevant to the language being assessed, including:
  - knowledge and some consistent use of forms of address
  - recognition and consideration of customs, protocols and taboos
- cross-cultural communication challenges that may occur when negotiating and solving problems, and how these may be addressed
- aspects of verbal and non-verbal communication that support effective negotiation and interaction in the language being assessed.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

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Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to:
	• conduct workplace oral communication in a language other than English:
	  • use narrative and descriptive statements
	  • use repetition, clarification and paraphrasing techniques to clarify requirements, answer questions about products and services, solve problems and conflict and reassure others
	  • provide detailed information and specialised assistance in area of work activity
	  • conduct product and service transactions
	  • use a range of effective non-verbal communication skills.

Context of and specific resources for assessment	Assessment must ensure use of:
	• a real or simulated workplace activity for which communication in languages other than English is required
	• other people with whom the individual can interact in the relevant language
	• resources that support communication in languages other than English:
	  • dictionaries and phrase books
	  • language mats
	  • industry materials, such as menus, timetables and brochures written in languages other than English.

Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • oral assessment of conversational language use • direct observation of the individual communicating in a language other than English while undertaking typical workplace activities • review of workplace documents prepared by the individual to assist verbal communication • written or oral questioning to assess knowledge of language requirements, cultural conventions and cross-cultural communication considerations • review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.
Guidance information for	The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to

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assessment	the industry sector, workplace and job role, for example: • SITHFAB309 Provide advice on food • SITTTSL303 Sell tourism products and services • SITTTSL305 Process reservations • SITXCOM401 Manage conflict.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Techniques may include:	• initiating conversations about topical matters • making offers of additional assistance • questioning about needs and preferences.
Detailed information and advice may relate to:	• external products and services • internal products and services • medical and emergency information.

Workplace documents, ***materials and other references*** may include:	• general information
	• product-specific information:
	  • booking conditions
	  • brochures
	  • menus
	  • price lists
	  • timetables.

Unpredictable situations and problems may relate to:	• complaints
	• emergency situations
	• cross-cultural misunderstandings
	• operational details:
	  • delays
	  • equipment malfunction
	  • lost luggage and stolen property
	  • lost people
	  • variations
	• safety issues.

Negotiations at a functional level may relate to	• accommodation

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arrangements for:

- conferences and functions
- entertainment
- shopping
- tours.

Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

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SITXLAN3113 Conduct oral communication in a language other than English (Korean)

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to conduct both predictable and non-routine, varied communications, transactions and interactions in a language other than English.

There is no direct parity with any formal language proficiency ratings or assessment framework, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 3.

Application of the Unit

This unit applies to all industry contexts and individuals working in at many different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit may be customised for training delivery and assessment of proficiency in any language. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN3101 Conduct oral communication in a language other than English (Arabic).

SITXLAN3101	(Arabic)
SITXLAN3102	(Indonesian)
SITXLAN3103	(Cantonese)
SITXLAN3104	(Dutch)
SITXLAN3105	(Finnish)
SITXLAN3106	(French)
SITXLAN3107	(German)
SITXLAN3108	(Greek)
SITXLAN3109	(Hindi)

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SITXLAN3110	(Hungarian)
SITXLAN3111	(Italian)
SITXLAN3112	(Japanese)
SITXLAN3113	(Korean)
SITXLAN3114	(Malay)
SITXLAN3115	(Mandarin)
SITXLAN3116	(Polish)
SITXLAN3117	(Portuguese)
SITXLAN3118	(Russian)
SITXLAN3119	(Serbian)
SITXLAN3120	(Spanish)
SITXLAN3121	(Swedish)
SITXLAN3122	(Swiss German)
SITXLAN3123	(Taiwanese)
SITXLAN3124	(Thai)
SITXLAN3125	(Turkish)
SITXLAN3126	(Croatian)
SITXLAN3127	(Bosnian)
SITXLAN3128	(Australian Indigenous languages)
SITXLAN3129	(AUSLAN)

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

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Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Converse with others.	1.1 Use ***techniques*** to extend interactions with others. 1.2 Seek and offer additional information and assistance to support quality of communication and service. 1.3 Support communication with comments on topical familiar matters, workplace business and events. 1.4 Use non-verbal communication to convey an acceptance of and sensitivity towards others.
2. Provide detailed information and advice.	2.1 Identify need for ***detailed information and advice***. 2.2 Convey detailed information and advice using narrative and descriptive statements. 2.3 Repeat, paraphrase and clarify communications to avoid misunderstanding and to explain difficult points. 2.4 Use ***workplace documents***, ***materials and other references*** to support explanations as required.
3. Respond to unpredictable situations and problems.	3.1 Provide appropriate advice in response to requests, ***unpredictable situations and problems***. 3.2 Identify need for and seek assistance from others to better respond to the situation or problem. 3.3 Identify key facts of problems and facilitate solutions through open communication with relevant people. 3.4 Provide explanations of problems and their cause, and elaborate on detail. 3.5 Respond to conflict and complaints with sensitivity, following appropriate social and cultural conventions. 3.6 Convey appropriate apologies and expressions of regret as

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	required.
4. Conduct negotiations at a functional level.	4.1 Facilitate ***negotiations at a functional level*** through exchange of key information and agreement on details. 4.2 Provide appropriate explanations about products and services. 4.3 Achieve mutual understanding and agreement.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills in a Language other than English to:
  - interact positively and courteously in non-routine and varied interactive workplace communications
  - establish rapport
  - provide detailed information and advice
  - solve problems and conflicts
  - conduct negotiations at a functional level.

Required knowledge

- social and cultural conventions relevant to the language being assessed, including:
  - knowledge and some consistent use of forms of address
  - recognition and consideration of customs, protocols and taboos
- cross-cultural communication challenges that may occur when negotiating and solving problems, and how these may be addressed
- aspects of verbal and non-verbal communication that support effective negotiation and interaction in the language being assessed.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

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Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to:
	• conduct workplace oral communication in a language other than English:
	  • use narrative and descriptive statements
	  • use repetition, clarification and paraphrasing techniques to clarify requirements, answer questions about products and services, solve problems and conflict and reassure others
	  • provide detailed information and specialised assistance in area of work activity
	  • conduct product and service transactions
	  • use a range of effective non-verbal communication skills.

Context of and specific resources for assessment	Assessment must ensure use of:
	• a real or simulated workplace activity for which communication in languages other than English is required
	• other people with whom the individual can interact in the relevant language
	• resources that support communication in languages other than English:
	  • dictionaries and phrase books
	  • language mats
	  • industry materials, such as menus, timetables and brochures written in languages other than English.

Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • oral assessment of conversational language use • direct observation of the individual communicating in a language other than English while undertaking typical workplace activities • review of workplace documents prepared by the individual to assist verbal communication • written or oral questioning to assess knowledge of language requirements, cultural conventions and cross-cultural communication considerations • review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.
Guidance information for	The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to

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assessment	the industry sector, workplace and job role, for example: • SITHFAB309 Provide advice on food • SITTTSL303 Sell tourism products and services • SITTTSL305 Process reservations • SITXCOM401 Manage conflict.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Techniques may include:	• initiating conversations about topical matters • making offers of additional assistance • questioning about needs and preferences.
Detailed information and advice may relate to:	• external products and services • internal products and services • medical and emergency information.

Workplace documents, ***materials and other references*** may include:	• general information
	• product-specific information:
	  • booking conditions
	  • brochures
	  • menus
	  • price lists
	  • timetables.

Unpredictable situations and problems may relate to:	• complaints
	• emergency situations
	• cross-cultural misunderstandings
	• operational details:
	  • delays
	  • equipment malfunction
	  • lost luggage and stolen property
	  • lost people
	  • variations
	• safety issues.

Negotiations at a functional level may relate to	• accommodation

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arrangements for:

- conferences and functions
- entertainment
- shopping
- tours.

Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

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SITXLAN3114 Conduct oral communication in a language other than English (Malay)

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to conduct both predictable and non-routine, varied communications, transactions and interactions in a language other than English.

There is no direct parity with any formal language proficiency ratings or assessment framework, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 3.

Application of the Unit

This unit applies to all industry contexts and individuals working in at many different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit may be customised for training delivery and assessment of proficiency in any language. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN3101 Conduct oral communication in a language other than English (Arabic).

SITXLAN3101	(Arabic)
SITXLAN3102	(Indonesian)
SITXLAN3103	(Cantonese)
SITXLAN3104	(Dutch)
SITXLAN3105	(Finnish)
SITXLAN3106	(French)
SITXLAN3107	(German)
SITXLAN3108	(Greek)
SITXLAN3109	(Hindi)

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SITXLAN3110	(Hungarian)
SITXLAN3111	(Italian)
SITXLAN3112	(Japanese)
SITXLAN3113	(Korean)
SITXLAN3114	(Malay)
SITXLAN3115	(Mandarin)
SITXLAN3116	(Polish)
SITXLAN3117	(Portuguese)
SITXLAN3118	(Russian)
SITXLAN3119	(Serbian)
SITXLAN3120	(Spanish)
SITXLAN3121	(Swedish)
SITXLAN3122	(Swiss German)
SITXLAN3123	(Taiwanese)
SITXLAN3124	(Thai)
SITXLAN3125	(Turkish)
SITXLAN3126	(Croatian)
SITXLAN3127	(Bosnian)
SITXLAN3128	(Australian Indigenous languages)
SITXLAN3129	(AUSLAN)

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

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Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Converse with others.	1.1 Use ***techniques*** to extend interactions with others. 1.2 Seek and offer additional information and assistance to support quality of communication and service. 1.3 Support communication with comments on topical familiar matters, workplace business and events. 1.4 Use non-verbal communication to convey an acceptance of and sensitivity towards others.
2. Provide detailed information and advice.	2.1 Identify need for ***detailed information and advice***. 2.2 Convey detailed information and advice using narrative and descriptive statements. 2.3 Repeat, paraphrase and clarify communications to avoid misunderstanding and to explain difficult points. 2.4 Use ***workplace documents***, ***materials and other references*** to support explanations as required.
3. Respond to unpredictable situations and problems.	3.1 Provide appropriate advice in response to requests, ***unpredictable situations and problems***. 3.2 Identify need for and seek assistance from others to better respond to the situation or problem. 3.3 Identify key facts of problems and facilitate solutions through open communication with relevant people. 3.4 Provide explanations of problems and their cause, and elaborate on detail. 3.5 Respond to conflict and complaints with sensitivity, following appropriate social and cultural conventions. 3.6 Convey appropriate apologies and expressions of regret as

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	required.
4. Conduct negotiations at a functional level.	4.1 Facilitate ***negotiations at a functional level*** through exchange of key information and agreement on details. 4.2 Provide appropriate explanations about products and services. 4.3 Achieve mutual understanding and agreement.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills in a Language other than English to:
  - interact positively and courteously in non-routine and varied interactive workplace communications
  - establish rapport
  - provide detailed information and advice
  - solve problems and conflicts
  - conduct negotiations at a functional level.

Required knowledge

- social and cultural conventions relevant to the language being assessed, including:
  - knowledge and some consistent use of forms of address
  - recognition and consideration of customs, protocols and taboos
- cross-cultural communication challenges that may occur when negotiating and solving problems, and how these may be addressed
- aspects of verbal and non-verbal communication that support effective negotiation and interaction in the language being assessed.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

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Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to:
	• conduct workplace oral communication in a language other than English:
	  • use narrative and descriptive statements
	  • use repetition, clarification and paraphrasing techniques to clarify requirements, answer questions about products and services, solve problems and conflict and reassure others
	  • provide detailed information and specialised assistance in area of work activity
	  • conduct product and service transactions
	  • use a range of effective non-verbal communication skills.

Context of and specific resources for assessment	Assessment must ensure use of:
	• a real or simulated workplace activity for which communication in languages other than English is required
	• other people with whom the individual can interact in the relevant language
	• resources that support communication in languages other than English:
	  • dictionaries and phrase books
	  • language mats
	  • industry materials, such as menus, timetables and brochures written in languages other than English.

Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • oral assessment of conversational language use • direct observation of the individual communicating in a language other than English while undertaking typical workplace activities • review of workplace documents prepared by the individual to assist verbal communication • written or oral questioning to assess knowledge of language requirements, cultural conventions and cross-cultural communication considerations • review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.
Guidance information for	The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to

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assessment	the industry sector, workplace and job role, for example: • SITHFAB309 Provide advice on food • SITTTSL303 Sell tourism products and services • SITTTSL305 Process reservations • SITXCOM401 Manage conflict.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Techniques may include:	• initiating conversations about topical matters • making offers of additional assistance • questioning about needs and preferences.
Detailed information and advice may relate to:	• external products and services • internal products and services • medical and emergency information.

Workplace documents, ***materials and other references*** may include:	• general information
	• product-specific information:
	  • booking conditions
	  • brochures
	  • menus
	  • price lists
	  • timetables.

Unpredictable situations and problems may relate to:	• complaints
	• emergency situations
	• cross-cultural misunderstandings
	• operational details:
	  • delays
	  • equipment malfunction
	  • lost luggage and stolen property
	  • lost people
	  • variations
	• safety issues.

Negotiations at a functional level may relate to	• accommodation

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arrangements for:

- conferences and functions
- entertainment
- shopping
- tours.

Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

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SITXLAN3115 Conduct oral communication in a language other than English (Mandarin)

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to conduct both predictable and non-routine, varied communications, transactions and interactions in a language other than English.

There is no direct parity with any formal language proficiency ratings or assessment framework, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 3.

Application of the Unit

This unit applies to all industry contexts and individuals working in at many different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit may be customised for training delivery and assessment of proficiency in any language. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN3101 Conduct oral communication in a language other than English (Arabic).

SITXLAN3101	(Arabic)
SITXLAN3102	(Indonesian)
SITXLAN3103	(Cantonese)
SITXLAN3104	(Dutch)
SITXLAN3105	(Finnish)
SITXLAN3106	(French)
SITXLAN3107	(German)
SITXLAN3108	(Greek)
SITXLAN3109	(Hindi)

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SITXLAN3110	(Hungarian)
SITXLAN3111	(Italian)
SITXLAN3112	(Japanese)
SITXLAN3113	(Korean)
SITXLAN3114	(Malay)
SITXLAN3115	(Mandarin)
SITXLAN3116	(Polish)
SITXLAN3117	(Portuguese)
SITXLAN3118	(Russian)
SITXLAN3119	(Serbian)
SITXLAN3120	(Spanish)
SITXLAN3121	(Swedish)
SITXLAN3122	(Swiss German)
SITXLAN3123	(Taiwanese)
SITXLAN3124	(Thai)
SITXLAN3125	(Turkish)
SITXLAN3126	(Croatian)
SITXLAN3127	(Bosnian)
SITXLAN3128	(Australian Indigenous languages)
SITXLAN3129	(AUSLAN)

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

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Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Converse with others.	1.1 Use ***techniques*** to extend interactions with others. 1.2 Seek and offer additional information and assistance to support quality of communication and service. 1.3 Support communication with comments on topical familiar matters, workplace business and events. 1.4 Use non-verbal communication to convey an acceptance of and sensitivity towards others.
2. Provide detailed information and advice.	2.1 Identify need for ***detailed information and advice***. 2.2 Convey detailed information and advice using narrative and descriptive statements. 2.3 Repeat, paraphrase and clarify communications to avoid misunderstanding and to explain difficult points. 2.4 Use ***workplace documents***, ***materials and other references*** to support explanations as required.
3. Respond to unpredictable situations and problems.	3.1 Provide appropriate advice in response to requests, ***unpredictable situations and problems***. 3.2 Identify need for and seek assistance from others to better respond to the situation or problem. 3.3 Identify key facts of problems and facilitate solutions through open communication with relevant people. 3.4 Provide explanations of problems and their cause, and elaborate on detail. 3.5 Respond to conflict and complaints with sensitivity, following appropriate social and cultural conventions. 3.6 Convey appropriate apologies and expressions of regret as

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	required.
4. Conduct negotiations at a functional level.	4.1 Facilitate ***negotiations at a functional level*** through exchange of key information and agreement on details. 4.2 Provide appropriate explanations about products and services. 4.3 Achieve mutual understanding and agreement.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills in a Language other than English to:
  - interact positively and courteously in non-routine and varied interactive workplace communications
  - establish rapport
  - provide detailed information and advice
  - solve problems and conflicts
  - conduct negotiations at a functional level.

Required knowledge

- social and cultural conventions relevant to the language being assessed, including:
  - knowledge and some consistent use of forms of address
  - recognition and consideration of customs, protocols and taboos
- cross-cultural communication challenges that may occur when negotiating and solving problems, and how these may be addressed
- aspects of verbal and non-verbal communication that support effective negotiation and interaction in the language being assessed.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

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Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to:
	• conduct workplace oral communication in a language other than English:
	  • use narrative and descriptive statements
	  • use repetition, clarification and paraphrasing techniques to clarify requirements, answer questions about products and services, solve problems and conflict and reassure others
	  • provide detailed information and specialised assistance in area of work activity
	  • conduct product and service transactions
	  • use a range of effective non-verbal communication skills.

Context of and specific resources for assessment	Assessment must ensure use of:
	• a real or simulated workplace activity for which communication in languages other than English is required
	• other people with whom the individual can interact in the relevant language
	• resources that support communication in languages other than English:
	  • dictionaries and phrase books
	  • language mats
	  • industry materials, such as menus, timetables and brochures written in languages other than English.

Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • oral assessment of conversational language use • direct observation of the individual communicating in a language other than English while undertaking typical workplace activities • review of workplace documents prepared by the individual to assist verbal communication • written or oral questioning to assess knowledge of language requirements, cultural conventions and cross-cultural communication considerations • review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.
Guidance information for	The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to

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assessment	the industry sector, workplace and job role, for example: • SITHFAB309 Provide advice on food • SITTTSL303 Sell tourism products and services • SITTTSL305 Process reservations • SITXCOM401 Manage conflict.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Techniques may include:	• initiating conversations about topical matters • making offers of additional assistance • questioning about needs and preferences.
Detailed information and advice may relate to:	• external products and services • internal products and services • medical and emergency information.

Workplace documents, ***materials and other references*** may include:	• general information
	• product-specific information:
	  • booking conditions
	  • brochures
	  • menus
	  • price lists
	  • timetables.

Unpredictable situations and problems may relate to:	• complaints
	• emergency situations
	• cross-cultural misunderstandings
	• operational details:
	  • delays
	  • equipment malfunction
	  • lost luggage and stolen property
	  • lost people
	  • variations
	• safety issues.

Negotiations at a functional level may relate to	• accommodation

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arrangements for:

- conferences and functions
- entertainment
- shopping
- tours.

Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

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SITXLAN3116 Conduct oral communication in a language other than English (Polish)

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to conduct both predictable and non-routine, varied communications, transactions and interactions in a language other than English.

There is no direct parity with any formal language proficiency ratings or assessment framework, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 3.

Application of the Unit

This unit applies to all industry contexts and individuals working in at many different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit may be customised for training delivery and assessment of proficiency in any language. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN3101 Conduct oral communication in a language other than English (Arabic).

SITXLAN3101	(Arabic)
SITXLAN3102	(Indonesian)
SITXLAN3103	(Cantonese)
SITXLAN3104	(Dutch)
SITXLAN3105	(Finnish)
SITXLAN3106	(French)
SITXLAN3107	(German)
SITXLAN3108	(Greek)
SITXLAN3109	(Hindi)

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SITXLAN3110	(Hungarian)
SITXLAN3111	(Italian)
SITXLAN3112	(Japanese)
SITXLAN3113	(Korean)
SITXLAN3114	(Malay)
SITXLAN3115	(Mandarin)
SITXLAN3116	(Polish)
SITXLAN3117	(Portuguese)
SITXLAN3118	(Russian)
SITXLAN3119	(Serbian)
SITXLAN3120	(Spanish)
SITXLAN3121	(Swedish)
SITXLAN3122	(Swiss German)
SITXLAN3123	(Taiwanese)
SITXLAN3124	(Thai)
SITXLAN3125	(Turkish)
SITXLAN3126	(Croatian)
SITXLAN3127	(Bosnian)
SITXLAN3128	(Australian Indigenous languages)
SITXLAN3129	(AUSLAN)

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

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Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Converse with others.	1.1 Use ***techniques*** to extend interactions with others. 1.2 Seek and offer additional information and assistance to support quality of communication and service. 1.3 Support communication with comments on topical familiar matters, workplace business and events. 1.4 Use non-verbal communication to convey an acceptance of and sensitivity towards others.
2. Provide detailed information and advice.	2.1 Identify need for ***detailed information and advice***. 2.2 Convey detailed information and advice using narrative and descriptive statements. 2.3 Repeat, paraphrase and clarify communications to avoid misunderstanding and to explain difficult points. 2.4 Use ***workplace documents***, ***materials and other references*** to support explanations as required.
3. Respond to unpredictable situations and problems.	3.1 Provide appropriate advice in response to requests, ***unpredictable situations and problems***. 3.2 Identify need for and seek assistance from others to better respond to the situation or problem. 3.3 Identify key facts of problems and facilitate solutions through open communication with relevant people. 3.4 Provide explanations of problems and their cause, and elaborate on detail. 3.5 Respond to conflict and complaints with sensitivity, following appropriate social and cultural conventions. 3.6 Convey appropriate apologies and expressions of regret as

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	required.
4. Conduct negotiations at a functional level.	4.1 Facilitate ***negotiations at a functional level*** through exchange of key information and agreement on details. 4.2 Provide appropriate explanations about products and services. 4.3 Achieve mutual understanding and agreement.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills in a Language other than English to:
  - interact positively and courteously in non-routine and varied interactive workplace communications
  - establish rapport
  - provide detailed information and advice
  - solve problems and conflicts
  - conduct negotiations at a functional level.

Required knowledge

- social and cultural conventions relevant to the language being assessed, including:
  - knowledge and some consistent use of forms of address
  - recognition and consideration of customs, protocols and taboos
- cross-cultural communication challenges that may occur when negotiating and solving problems, and how these may be addressed
- aspects of verbal and non-verbal communication that support effective negotiation and interaction in the language being assessed.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

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Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to:
	• conduct workplace oral communication in a language other than English:
	  • use narrative and descriptive statements
	  • use repetition, clarification and paraphrasing techniques to clarify requirements, answer questions about products and services, solve problems and conflict and reassure others
	  • provide detailed information and specialised assistance in area of work activity
	  • conduct product and service transactions
	  • use a range of effective non-verbal communication skills.

Context of and specific resources for assessment	Assessment must ensure use of:
	• a real or simulated workplace activity for which communication in languages other than English is required
	• other people with whom the individual can interact in the relevant language
	• resources that support communication in languages other than English:
	  • dictionaries and phrase books
	  • language mats
	  • industry materials, such as menus, timetables and brochures written in languages other than English.

Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • oral assessment of conversational language use • direct observation of the individual communicating in a language other than English while undertaking typical workplace activities • review of workplace documents prepared by the individual to assist verbal communication • written or oral questioning to assess knowledge of language requirements, cultural conventions and cross-cultural communication considerations • review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.
Guidance information for	The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to

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assessment	the industry sector, workplace and job role, for example: • SITHFAB309 Provide advice on food • SITTTSL303 Sell tourism products and services • SITTTSL305 Process reservations • SITXCOM401 Manage conflict.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Techniques may include:	• initiating conversations about topical matters • making offers of additional assistance • questioning about needs and preferences.
Detailed information and advice may relate to:	• external products and services • internal products and services • medical and emergency information.

Workplace documents, ***materials and other references*** may include:	• general information
	• product-specific information:
	  • booking conditions
	  • brochures
	  • menus
	  • price lists
	  • timetables.

Unpredictable situations and problems may relate to:	• complaints
	• emergency situations
	• cross-cultural misunderstandings
	• operational details:
	  • delays
	  • equipment malfunction
	  • lost luggage and stolen property
	  • lost people
	  • variations
	• safety issues.

Negotiations at a functional level may relate to	• accommodation

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arrangements for:

- conferences and functions
- entertainment
- shopping
- tours.

Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

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SITXLAN3117 Conduct oral communication in a language other than English (Portuguese)

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to conduct both predictable and non-routine, varied communications, transactions and interactions in a language other than English.

There is no direct parity with any formal language proficiency ratings or assessment framework, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 3.

Application of the Unit

This unit applies to all industry contexts and individuals working in at many different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit may be customised for training delivery and assessment of proficiency in any language. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN3101 Conduct oral communication in a language other than English (Arabic).

SITXLAN3101	(Arabic)
SITXLAN3102	(Indonesian)
SITXLAN3103	(Cantonese)
SITXLAN3104	(Dutch)
SITXLAN3105	(Finnish)
SITXLAN3106	(French)
SITXLAN3107	(German)
SITXLAN3108	(Greek)
SITXLAN3109	(Hindi)

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SITXLAN3110	(Hungarian)
SITXLAN3111	(Italian)
SITXLAN3112	(Japanese)
SITXLAN3113	(Korean)
SITXLAN3114	(Malay)
SITXLAN3115	(Mandarin)
SITXLAN3116	(Polish)
SITXLAN3117	(Portuguese)
SITXLAN3118	(Russian)
SITXLAN3119	(Serbian)
SITXLAN3120	(Spanish)
SITXLAN3121	(Swedish)
SITXLAN3122	(Swiss German)
SITXLAN3123	(Taiwanese)
SITXLAN3124	(Thai)
SITXLAN3125	(Turkish)
SITXLAN3126	(Croatian)
SITXLAN3127	(Bosnian)
SITXLAN3128	(Australian Indigenous languages)
SITXLAN3129	(AUSLAN)

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

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Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Converse with others.	1.1 Use ***techniques*** to extend interactions with others. 1.2 Seek and offer additional information and assistance to support quality of communication and service. 1.3 Support communication with comments on topical familiar matters, workplace business and events. 1.4 Use non-verbal communication to convey an acceptance of and sensitivity towards others.
2. Provide detailed information and advice.	2.1 Identify need for ***detailed information and advice***. 2.2 Convey detailed information and advice using narrative and descriptive statements. 2.3 Repeat, paraphrase and clarify communications to avoid misunderstanding and to explain difficult points. 2.4 Use ***workplace documents***, ***materials and other references*** to support explanations as required.
3. Respond to unpredictable situations and problems.	3.1 Provide appropriate advice in response to requests, ***unpredictable situations and problems***. 3.2 Identify need for and seek assistance from others to better respond to the situation or problem. 3.3 Identify key facts of problems and facilitate solutions through open communication with relevant people. 3.4 Provide explanations of problems and their cause, and elaborate on detail. 3.5 Respond to conflict and complaints with sensitivity, following appropriate social and cultural conventions. 3.6 Convey appropriate apologies and expressions of regret as

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	required.
4. Conduct negotiations at a functional level.	4.1 Facilitate ***negotiations at a functional level*** through exchange of key information and agreement on details. 4.2 Provide appropriate explanations about products and services. 4.3 Achieve mutual understanding and agreement.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills in a Language other than English to:
  - interact positively and courteously in non-routine and varied interactive workplace communications
  - establish rapport
  - provide detailed information and advice
  - solve problems and conflicts
  - conduct negotiations at a functional level.

Required knowledge

- social and cultural conventions relevant to the language being assessed, including:
  - knowledge and some consistent use of forms of address
  - recognition and consideration of customs, protocols and taboos
- cross-cultural communication challenges that may occur when negotiating and solving problems, and how these may be addressed
- aspects of verbal and non-verbal communication that support effective negotiation and interaction in the language being assessed.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

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Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to:
	• conduct workplace oral communication in a language other than English:
	  • use narrative and descriptive statements
	  • use repetition, clarification and paraphrasing techniques to clarify requirements, answer questions about products and services, solve problems and conflict and reassure others
	  • provide detailed information and specialised assistance in area of work activity
	  • conduct product and service transactions
	  • use a range of effective non-verbal communication skills.

Context of and specific resources for assessment	Assessment must ensure use of:
	• a real or simulated workplace activity for which communication in languages other than English is required
	• other people with whom the individual can interact in the relevant language
	• resources that support communication in languages other than English:
	  • dictionaries and phrase books
	  • language mats
	  • industry materials, such as menus, timetables and brochures written in languages other than English.

Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • oral assessment of conversational language use • direct observation of the individual communicating in a language other than English while undertaking typical workplace activities • review of workplace documents prepared by the individual to assist verbal communication • written or oral questioning to assess knowledge of language requirements, cultural conventions and cross-cultural communication considerations • review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.
Guidance information for	The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to

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assessment	the industry sector, workplace and job role, for example: • SITHFAB309 Provide advice on food • SITTTSL303 Sell tourism products and services • SITTTSL305 Process reservations • SITXCOM401 Manage conflict.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Techniques may include:	• initiating conversations about topical matters • making offers of additional assistance • questioning about needs and preferences.
Detailed information and advice may relate to:	• external products and services • internal products and services • medical and emergency information.

Workplace documents, ***materials and other references*** may include:	• general information
	• product-specific information:
	  • booking conditions
	  • brochures
	  • menus
	  • price lists
	  • timetables.

Unpredictable situations and problems may relate to:	• complaints
	• emergency situations
	• cross-cultural misunderstandings
	• operational details:
	  • delays
	  • equipment malfunction
	  • lost luggage and stolen property
	  • lost people
	  • variations
	• safety issues.

Negotiations at a functional level may relate to	• accommodation

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arrangements for:

- conferences and functions
- entertainment
- shopping
- tours.

Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

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SITXLAN3118 Conduct oral communication in a language other than English (Russian)

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to conduct both predictable and non-routine, varied communications, transactions and interactions in a language other than English.

There is no direct parity with any formal language proficiency ratings or assessment framework, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 3.

Application of the Unit

This unit applies to all industry contexts and individuals working in at many different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit may be customised for training delivery and assessment of proficiency in any language. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN3101 Conduct oral communication in a language other than English (Arabic).

SITXLAN3101	(Arabic)
SITXLAN3102	(Indonesian)
SITXLAN3103	(Cantonese)
SITXLAN3104	(Dutch)
SITXLAN3105	(Finnish)
SITXLAN3106	(French)
SITXLAN3107	(German)
SITXLAN3108	(Greek)
SITXLAN3109	(Hindi)

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SITXLAN3110	(Hungarian)
SITXLAN3111	(Italian)
SITXLAN3112	(Japanese)
SITXLAN3113	(Korean)
SITXLAN3114	(Malay)
SITXLAN3115	(Mandarin)
SITXLAN3116	(Polish)
SITXLAN3117	(Portuguese)
SITXLAN3118	(Russian)
SITXLAN3119	(Serbian)
SITXLAN3120	(Spanish)
SITXLAN3121	(Swedish)
SITXLAN3122	(Swiss German)
SITXLAN3123	(Taiwanese)
SITXLAN3124	(Thai)
SITXLAN3125	(Turkish)
SITXLAN3126	(Croatian)
SITXLAN3127	(Bosnian)
SITXLAN3128	(Australian Indigenous languages)
SITXLAN3129	(AUSLAN)

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

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Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Converse with others.	1.1 Use ***techniques*** to extend interactions with others. 1.2 Seek and offer additional information and assistance to support quality of communication and service. 1.3 Support communication with comments on topical familiar matters, workplace business and events. 1.4 Use non-verbal communication to convey an acceptance of and sensitivity towards others.
2. Provide detailed information and advice.	2.1 Identify need for ***detailed information and advice***. 2.2 Convey detailed information and advice using narrative and descriptive statements. 2.3 Repeat, paraphrase and clarify communications to avoid misunderstanding and to explain difficult points. 2.4 Use ***workplace documents***, ***materials and other references*** to support explanations as required.
3. Respond to unpredictable situations and problems.	3.1 Provide appropriate advice in response to requests, ***unpredictable situations and problems***. 3.2 Identify need for and seek assistance from others to better respond to the situation or problem. 3.3 Identify key facts of problems and facilitate solutions through open communication with relevant people. 3.4 Provide explanations of problems and their cause, and elaborate on detail. 3.5 Respond to conflict and complaints with sensitivity, following appropriate social and cultural conventions. 3.6 Convey appropriate apologies and expressions of regret as

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	required.
4. Conduct negotiations at a functional level.	4.1 Facilitate ***negotiations at a functional level*** through exchange of key information and agreement on details. 4.2 Provide appropriate explanations about products and services. 4.3 Achieve mutual understanding and agreement.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills in a Language other than English to:
  - interact positively and courteously in non-routine and varied interactive workplace communications
  - establish rapport
  - provide detailed information and advice
  - solve problems and conflicts
  - conduct negotiations at a functional level.

Required knowledge

- social and cultural conventions relevant to the language being assessed, including:
  - knowledge and some consistent use of forms of address
  - recognition and consideration of customs, protocols and taboos
- cross-cultural communication challenges that may occur when negotiating and solving problems, and how these may be addressed
- aspects of verbal and non-verbal communication that support effective negotiation and interaction in the language being assessed.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

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Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to:
	• conduct workplace oral communication in a language other than English:
	  • use narrative and descriptive statements
	  • use repetition, clarification and paraphrasing techniques to clarify requirements, answer questions about products and services, solve problems and conflict and reassure others
	  • provide detailed information and specialised assistance in area of work activity
	  • conduct product and service transactions
	  • use a range of effective non-verbal communication skills.

Context of and specific resources for assessment	Assessment must ensure use of:
	• a real or simulated workplace activity for which communication in languages other than English is required
	• other people with whom the individual can interact in the relevant language
	• resources that support communication in languages other than English:
	  • dictionaries and phrase books
	  • language mats
	  • industry materials, such as menus, timetables and brochures written in languages other than English.

Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • oral assessment of conversational language use • direct observation of the individual communicating in a language other than English while undertaking typical workplace activities • review of workplace documents prepared by the individual to assist verbal communication • written or oral questioning to assess knowledge of language requirements, cultural conventions and cross-cultural communication considerations • review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.
Guidance information for	The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to

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assessment	the industry sector, workplace and job role, for example: • SITHFAB309 Provide advice on food • SITTTSL303 Sell tourism products and services • SITTTSL305 Process reservations • SITXCOM401 Manage conflict.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Techniques may include:	• initiating conversations about topical matters • making offers of additional assistance • questioning about needs and preferences.
Detailed information and advice may relate to:	• external products and services • internal products and services • medical and emergency information.

Workplace documents, ***materials and other references*** may include:	• general information
	• product-specific information:
	  • booking conditions
	  • brochures
	  • menus
	  • price lists
	  • timetables.

Unpredictable situations and problems may relate to:	• complaints
	• emergency situations
	• cross-cultural misunderstandings
	• operational details:
	  • delays
	  • equipment malfunction
	  • lost luggage and stolen property
	  • lost people
	  • variations
	• safety issues.

Negotiations at a functional level may relate to	• accommodation

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arrangements for:

- conferences and functions
- entertainment
- shopping
- tours.

Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

© Commonwealth of Australia, 2025 Public Skills Australia

SITXLAN3119 Conduct oral communication in a language other than English (Serbian)

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to conduct both predictable and non-routine, varied communications, transactions and interactions in a language other than English.

There is no direct parity with any formal language proficiency ratings or assessment framework, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 3.

Application of the Unit

This unit applies to all industry contexts and individuals working in at many different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit may be customised for training delivery and assessment of proficiency in any language. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN3101 Conduct oral communication in a language other than English (Arabic).

SITXLAN3101	(Arabic)
SITXLAN3102	(Indonesian)
SITXLAN3103	(Cantonese)
SITXLAN3104	(Dutch)
SITXLAN3105	(Finnish)
SITXLAN3106	(French)
SITXLAN3107	(German)
SITXLAN3108	(Greek)
SITXLAN3109	(Hindi)

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SITXLAN3110	(Hungarian)
SITXLAN3111	(Italian)
SITXLAN3112	(Japanese)
SITXLAN3113	(Korean)
SITXLAN3114	(Malay)
SITXLAN3115	(Mandarin)
SITXLAN3116	(Polish)
SITXLAN3117	(Portuguese)
SITXLAN3118	(Russian)
SITXLAN3119	(Serbian)
SITXLAN3120	(Spanish)
SITXLAN3121	(Swedish)
SITXLAN3122	(Swiss German)
SITXLAN3123	(Taiwanese)
SITXLAN3124	(Thai)
SITXLAN3125	(Turkish)
SITXLAN3126	(Croatian)
SITXLAN3127	(Bosnian)
SITXLAN3128	(Australian Indigenous languages)
SITXLAN3129	(AUSLAN)

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

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Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Converse with others.	1.1 Use ***techniques*** to extend interactions with others. 1.2 Seek and offer additional information and assistance to support quality of communication and service. 1.3 Support communication with comments on topical familiar matters, workplace business and events. 1.4 Use non-verbal communication to convey an acceptance of and sensitivity towards others.
2. Provide detailed information and advice.	2.1 Identify need for ***detailed information and advice***. 2.2 Convey detailed information and advice using narrative and descriptive statements. 2.3 Repeat, paraphrase and clarify communications to avoid misunderstanding and to explain difficult points. 2.4 Use ***workplace documents***, ***materials and other references*** to support explanations as required.
3. Respond to unpredictable situations and problems.	3.1 Provide appropriate advice in response to requests, ***unpredictable situations and problems***. 3.2 Identify need for and seek assistance from others to better respond to the situation or problem. 3.3 Identify key facts of problems and facilitate solutions through open communication with relevant people. 3.4 Provide explanations of problems and their cause, and elaborate on detail. 3.5 Respond to conflict and complaints with sensitivity, following appropriate social and cultural conventions. 3.6 Convey appropriate apologies and expressions of regret as

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	required.
4. Conduct negotiations at a functional level.	4.1 Facilitate ***negotiations at a functional level*** through exchange of key information and agreement on details. 4.2 Provide appropriate explanations about products and services. 4.3 Achieve mutual understanding and agreement.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills in a Language other than English to:
  - interact positively and courteously in non-routine and varied interactive workplace communications
  - establish rapport
  - provide detailed information and advice
  - solve problems and conflicts
  - conduct negotiations at a functional level.

Required knowledge

- social and cultural conventions relevant to the language being assessed, including:
  - knowledge and some consistent use of forms of address
  - recognition and consideration of customs, protocols and taboos
- cross-cultural communication challenges that may occur when negotiating and solving problems, and how these may be addressed
- aspects of verbal and non-verbal communication that support effective negotiation and interaction in the language being assessed.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

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Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to:
	• conduct workplace oral communication in a language other than English:
	  • use narrative and descriptive statements
	  • use repetition, clarification and paraphrasing techniques to clarify requirements, answer questions about products and services, solve problems and conflict and reassure others
	  • provide detailed information and specialised assistance in area of work activity
	  • conduct product and service transactions
	  • use a range of effective non-verbal communication skills.

Context of and specific resources for assessment	Assessment must ensure use of:
	• a real or simulated workplace activity for which communication in languages other than English is required
	• other people with whom the individual can interact in the relevant language
	• resources that support communication in languages other than English:
	  • dictionaries and phrase books
	  • language mats
	  • industry materials, such as menus, timetables and brochures written in languages other than English.

Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • oral assessment of conversational language use • direct observation of the individual communicating in a language other than English while undertaking typical workplace activities • review of workplace documents prepared by the individual to assist verbal communication • written or oral questioning to assess knowledge of language requirements, cultural conventions and cross-cultural communication considerations • review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.
Guidance information for	The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to

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assessment	the industry sector, workplace and job role, for example: • SITHFAB309 Provide advice on food • SITTTSL303 Sell tourism products and services • SITTTSL305 Process reservations • SITXCOM401 Manage conflict.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Techniques may include:	• initiating conversations about topical matters • making offers of additional assistance • questioning about needs and preferences.
Detailed information and advice may relate to:	• external products and services • internal products and services • medical and emergency information.

Workplace documents, ***materials and other references*** may include:	• general information
	• product-specific information:
	  • booking conditions
	  • brochures
	  • menus
	  • price lists
	  • timetables.

Unpredictable situations and problems may relate to:	• complaints
	• emergency situations
	• cross-cultural misunderstandings
	• operational details:
	  • delays
	  • equipment malfunction
	  • lost luggage and stolen property
	  • lost people
	  • variations
	• safety issues.

Negotiations at a functional level may relate to	• accommodation

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arrangements for:

- conferences and functions
- entertainment
- shopping
- tours.

Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

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SITXLAN3120 Conduct oral communication in a language other than English (Spanish)

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to conduct both predictable and non-routine, varied communications, transactions and interactions in a language other than English.

There is no direct parity with any formal language proficiency ratings or assessment framework, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 3.

Application of the Unit

This unit applies to all industry contexts and individuals working in at many different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit may be customised for training delivery and assessment of proficiency in any language. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN3101 Conduct oral communication in a language other than English (Arabic).

SITXLAN3101	(Arabic)
SITXLAN3102	(Indonesian)
SITXLAN3103	(Cantonese)
SITXLAN3104	(Dutch)
SITXLAN3105	(Finnish)
SITXLAN3106	(French)
SITXLAN3107	(German)
SITXLAN3108	(Greek)
SITXLAN3109	(Hindi)

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SITXLAN3110	(Hungarian)
SITXLAN3111	(Italian)
SITXLAN3112	(Japanese)
SITXLAN3113	(Korean)
SITXLAN3114	(Malay)
SITXLAN3115	(Mandarin)
SITXLAN3116	(Polish)
SITXLAN3117	(Portuguese)
SITXLAN3118	(Russian)
SITXLAN3119	(Serbian)
SITXLAN3120	(Spanish)
SITXLAN3121	(Swedish)
SITXLAN3122	(Swiss German)
SITXLAN3123	(Taiwanese)
SITXLAN3124	(Thai)
SITXLAN3125	(Turkish)
SITXLAN3126	(Croatian)
SITXLAN3127	(Bosnian)
SITXLAN3128	(Australian Indigenous languages)
SITXLAN3129	(AUSLAN)

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

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Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Converse with others.	1.1 Use ***techniques*** to extend interactions with others. 1.2 Seek and offer additional information and assistance to support quality of communication and service. 1.3 Support communication with comments on topical familiar matters, workplace business and events. 1.4 Use non-verbal communication to convey an acceptance of and sensitivity towards others.
2. Provide detailed information and advice.	2.1 Identify need for ***detailed information and advice***. 2.2 Convey detailed information and advice using narrative and descriptive statements. 2.3 Repeat, paraphrase and clarify communications to avoid misunderstanding and to explain difficult points. 2.4 Use ***workplace documents***, ***materials and other references*** to support explanations as required.
3. Respond to unpredictable situations and problems.	3.1 Provide appropriate advice in response to requests, ***unpredictable situations and problems***. 3.2 Identify need for and seek assistance from others to better respond to the situation or problem. 3.3 Identify key facts of problems and facilitate solutions through open communication with relevant people. 3.4 Provide explanations of problems and their cause, and elaborate on detail. 3.5 Respond to conflict and complaints with sensitivity, following appropriate social and cultural conventions. 3.6 Convey appropriate apologies and expressions of regret as

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	required.
4. Conduct negotiations at a functional level.	4.1 Facilitate ***negotiations at a functional level*** through exchange of key information and agreement on details. 4.2 Provide appropriate explanations about products and services. 4.3 Achieve mutual understanding and agreement.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills in a Language other than English to:
  - interact positively and courteously in non-routine and varied interactive workplace communications
  - establish rapport
  - provide detailed information and advice
  - solve problems and conflicts
  - conduct negotiations at a functional level.

Required knowledge

- social and cultural conventions relevant to the language being assessed, including:
  - knowledge and some consistent use of forms of address
  - recognition and consideration of customs, protocols and taboos
- cross-cultural communication challenges that may occur when negotiating and solving problems, and how these may be addressed
- aspects of verbal and non-verbal communication that support effective negotiation and interaction in the language being assessed.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

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Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to:
	• conduct workplace oral communication in a language other than English:
	  • use narrative and descriptive statements
	  • use repetition, clarification and paraphrasing techniques to clarify requirements, answer questions about products and services, solve problems and conflict and reassure others
	  • provide detailed information and specialised assistance in area of work activity
	  • conduct product and service transactions
	  • use a range of effective non-verbal communication skills.

Context of and specific resources for assessment	Assessment must ensure use of:
	• a real or simulated workplace activity for which communication in languages other than English is required
	• other people with whom the individual can interact in the relevant language
	• resources that support communication in languages other than English:
	  • dictionaries and phrase books
	  • language mats
	  • industry materials, such as menus, timetables and brochures written in languages other than English.

Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • oral assessment of conversational language use • direct observation of the individual communicating in a language other than English while undertaking typical workplace activities • review of workplace documents prepared by the individual to assist verbal communication • written or oral questioning to assess knowledge of language requirements, cultural conventions and cross-cultural communication considerations • review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.
Guidance information for	The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to

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assessment	the industry sector, workplace and job role, for example: • SITHFAB309 Provide advice on food • SITTTSL303 Sell tourism products and services • SITTTSL305 Process reservations • SITXCOM401 Manage conflict.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Techniques may include:	• initiating conversations about topical matters • making offers of additional assistance • questioning about needs and preferences.
Detailed information and advice may relate to:	• external products and services • internal products and services • medical and emergency information.

Workplace documents, ***materials and other references*** may include:	• general information
	• product-specific information:
	  • booking conditions
	  • brochures
	  • menus
	  • price lists
	  • timetables.

Unpredictable situations and problems may relate to:	• complaints
	• emergency situations
	• cross-cultural misunderstandings
	• operational details:
	  • delays
	  • equipment malfunction
	  • lost luggage and stolen property
	  • lost people
	  • variations
	• safety issues.

Negotiations at a functional level may relate to	• accommodation

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arrangements for:

- conferences and functions
- entertainment
- shopping
- tours.

Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

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SITXLAN3121 Conduct oral communication in a language other than English (Swedish)

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to conduct both predictable and non-routine, varied communications, transactions and interactions in a language other than English.

There is no direct parity with any formal language proficiency ratings or assessment framework, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 3.

Application of the Unit

This unit applies to all industry contexts and individuals working in at many different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit may be customised for training delivery and assessment of proficiency in any language. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN3101 Conduct oral communication in a language other than English (Arabic).

SITXLAN3101	(Arabic)
SITXLAN3102	(Indonesian)
SITXLAN3103	(Cantonese)
SITXLAN3104	(Dutch)
SITXLAN3105	(Finnish)
SITXLAN3106	(French)
SITXLAN3107	(German)
SITXLAN3108	(Greek)
SITXLAN3109	(Hindi)

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SITXLAN3110	(Hungarian)
SITXLAN3111	(Italian)
SITXLAN3112	(Japanese)
SITXLAN3113	(Korean)
SITXLAN3114	(Malay)
SITXLAN3115	(Mandarin)
SITXLAN3116	(Polish)
SITXLAN3117	(Portuguese)
SITXLAN3118	(Russian)
SITXLAN3119	(Serbian)
SITXLAN3120	(Spanish)
SITXLAN3121	(Swedish)
SITXLAN3122	(Swiss German)
SITXLAN3123	(Taiwanese)
SITXLAN3124	(Thai)
SITXLAN3125	(Turkish)
SITXLAN3126	(Croatian)
SITXLAN3127	(Bosnian)
SITXLAN3128	(Australian Indigenous languages)
SITXLAN3129	(AUSLAN)

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

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Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Converse with others.	1.1 Use ***techniques*** to extend interactions with others. 1.2 Seek and offer additional information and assistance to support quality of communication and service. 1.3 Support communication with comments on topical familiar matters, workplace business and events. 1.4 Use non-verbal communication to convey an acceptance of and sensitivity towards others.
2. Provide detailed information and advice.	2.1 Identify need for ***detailed information and advice***. 2.2 Convey detailed information and advice using narrative and descriptive statements. 2.3 Repeat, paraphrase and clarify communications to avoid misunderstanding and to explain difficult points. 2.4 Use ***workplace documents***, ***materials and other references*** to support explanations as required.
3. Respond to unpredictable situations and problems.	3.1 Provide appropriate advice in response to requests, ***unpredictable situations and problems***. 3.2 Identify need for and seek assistance from others to better respond to the situation or problem. 3.3 Identify key facts of problems and facilitate solutions through open communication with relevant people. 3.4 Provide explanations of problems and their cause, and elaborate on detail. 3.5 Respond to conflict and complaints with sensitivity, following appropriate social and cultural conventions. 3.6 Convey appropriate apologies and expressions of regret as

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	required.
4. Conduct negotiations at a functional level.	4.1 Facilitate ***negotiations at a functional level*** through exchange of key information and agreement on details. 4.2 Provide appropriate explanations about products and services. 4.3 Achieve mutual understanding and agreement.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills in a Language other than English to:
  - interact positively and courteously in non-routine and varied interactive workplace communications
  - establish rapport
  - provide detailed information and advice
  - solve problems and conflicts
  - conduct negotiations at a functional level.

Required knowledge

- social and cultural conventions relevant to the language being assessed, including:
  - knowledge and some consistent use of forms of address
  - recognition and consideration of customs, protocols and taboos
- cross-cultural communication challenges that may occur when negotiating and solving problems, and how these may be addressed
- aspects of verbal and non-verbal communication that support effective negotiation and interaction in the language being assessed.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

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Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to:
	• conduct workplace oral communication in a language other than English:
	  • use narrative and descriptive statements
	  • use repetition, clarification and paraphrasing techniques to clarify requirements, answer questions about products and services, solve problems and conflict and reassure others
	  • provide detailed information and specialised assistance in area of work activity
	  • conduct product and service transactions
	  • use a range of effective non-verbal communication skills.

Context of and specific resources for assessment	Assessment must ensure use of:
	• a real or simulated workplace activity for which communication in languages other than English is required
	• other people with whom the individual can interact in the relevant language
	• resources that support communication in languages other than English:
	  • dictionaries and phrase books
	  • language mats
	  • industry materials, such as menus, timetables and brochures written in languages other than English.

Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • oral assessment of conversational language use • direct observation of the individual communicating in a language other than English while undertaking typical workplace activities • review of workplace documents prepared by the individual to assist verbal communication • written or oral questioning to assess knowledge of language requirements, cultural conventions and cross-cultural communication considerations • review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.
Guidance information for	The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to

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assessment	the industry sector, workplace and job role, for example: • SITHFAB309 Provide advice on food • SITTTSL303 Sell tourism products and services • SITTTSL305 Process reservations • SITXCOM401 Manage conflict.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Techniques may include:	• initiating conversations about topical matters • making offers of additional assistance • questioning about needs and preferences.
Detailed information and advice may relate to:	• external products and services • internal products and services • medical and emergency information.

Workplace documents, ***materials and other references*** may include:	• general information
	• product-specific information:
	  • booking conditions
	  • brochures
	  • menus
	  • price lists
	  • timetables.

Unpredictable situations and problems may relate to:	• complaints
	• emergency situations
	• cross-cultural misunderstandings
	• operational details:
	  • delays
	  • equipment malfunction
	  • lost luggage and stolen property
	  • lost people
	  • variations
	• safety issues.

Negotiations at a functional level may relate to	• accommodation

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arrangements for:

- conferences and functions
- entertainment
- shopping
- tours.

Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

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SITXLAN3122 Conduct oral communication in a language other than English (Swiss German)

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to conduct both predictable and non-routine, varied communications, transactions and interactions in a language other than English.

There is no direct parity with any formal language proficiency ratings or assessment framework, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 3.

Application of the Unit

This unit applies to all industry contexts and individuals working in at many different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit may be customised for training delivery and assessment of proficiency in any language. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN3101 Conduct oral communication in a language other than English (Arabic).

SITXLAN3101	(Arabic)
SITXLAN3102	(Indonesian)
SITXLAN3103	(Cantonese)
SITXLAN3104	(Dutch)
SITXLAN3105	(Finnish)
SITXLAN3106	(French)
SITXLAN3107	(German)
SITXLAN3108	(Greek)
SITXLAN3109	(Hindi)

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SITXLAN3110	(Hungarian)
SITXLAN3111	(Italian)
SITXLAN3112	(Japanese)
SITXLAN3113	(Korean)
SITXLAN3114	(Malay)
SITXLAN3115	(Mandarin)
SITXLAN3116	(Polish)
SITXLAN3117	(Portuguese)
SITXLAN3118	(Russian)
SITXLAN3119	(Serbian)
SITXLAN3120	(Spanish)
SITXLAN3121	(Swedish)
SITXLAN3122	(Swiss German)
SITXLAN3123	(Taiwanese)
SITXLAN3124	(Thai)
SITXLAN3125	(Turkish)
SITXLAN3126	(Croatian)
SITXLAN3127	(Bosnian)
SITXLAN3128	(Australian Indigenous languages)
SITXLAN3129	(AUSLAN)

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

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Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Converse with others.	1.1 Use ***techniques*** to extend interactions with others. 1.2 Seek and offer additional information and assistance to support quality of communication and service. 1.3 Support communication with comments on topical familiar matters, workplace business and events. 1.4 Use non-verbal communication to convey an acceptance of and sensitivity towards others.
2. Provide detailed information and advice.	2.1 Identify need for ***detailed information and advice***. 2.2 Convey detailed information and advice using narrative and descriptive statements. 2.3 Repeat, paraphrase and clarify communications to avoid misunderstanding and to explain difficult points. 2.4 Use ***workplace documents***, ***materials and other references*** to support explanations as required.
3. Respond to unpredictable situations and problems.	3.1 Provide appropriate advice in response to requests, ***unpredictable situations and problems***. 3.2 Identify need for and seek assistance from others to better respond to the situation or problem. 3.3 Identify key facts of problems and facilitate solutions through open communication with relevant people. 3.4 Provide explanations of problems and their cause, and elaborate on detail. 3.5 Respond to conflict and complaints with sensitivity, following appropriate social and cultural conventions. 3.6 Convey appropriate apologies and expressions of regret as

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	required.
4. Conduct negotiations at a functional level.	4.1 Facilitate ***negotiations at a functional level*** through exchange of key information and agreement on details. 4.2 Provide appropriate explanations about products and services. 4.3 Achieve mutual understanding and agreement.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills in a Language other than English to:
  - interact positively and courteously in non-routine and varied interactive workplace communications
  - establish rapport
  - provide detailed information and advice
  - solve problems and conflicts
  - conduct negotiations at a functional level.

Required knowledge

- social and cultural conventions relevant to the language being assessed, including:
  - knowledge and some consistent use of forms of address
  - recognition and consideration of customs, protocols and taboos
- cross-cultural communication challenges that may occur when negotiating and solving problems, and how these may be addressed
- aspects of verbal and non-verbal communication that support effective negotiation and interaction in the language being assessed.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

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Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to:
	• conduct workplace oral communication in a language other than English:
	  • use narrative and descriptive statements
	  • use repetition, clarification and paraphrasing techniques to clarify requirements, answer questions about products and services, solve problems and conflict and reassure others
	  • provide detailed information and specialised assistance in area of work activity
	  • conduct product and service transactions
	  • use a range of effective non-verbal communication skills.

Context of and specific resources for assessment	Assessment must ensure use of:
	• a real or simulated workplace activity for which communication in languages other than English is required
	• other people with whom the individual can interact in the relevant language
	• resources that support communication in languages other than English:
	  • dictionaries and phrase books
	  • language mats
	  • industry materials, such as menus, timetables and brochures written in languages other than English.

Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • oral assessment of conversational language use • direct observation of the individual communicating in a language other than English while undertaking typical workplace activities • review of workplace documents prepared by the individual to assist verbal communication • written or oral questioning to assess knowledge of language requirements, cultural conventions and cross-cultural communication considerations • review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.
Guidance information for	The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to

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assessment	the industry sector, workplace and job role, for example: • SITHFAB309 Provide advice on food • SITTTSL303 Sell tourism products and services • SITTTSL305 Process reservations • SITXCOM401 Manage conflict.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Techniques may include:	• initiating conversations about topical matters • making offers of additional assistance • questioning about needs and preferences.
Detailed information and advice may relate to:	• external products and services • internal products and services • medical and emergency information.

Workplace documents, ***materials and other references*** may include:	• general information
	• product-specific information:
	  • booking conditions
	  • brochures
	  • menus
	  • price lists
	  • timetables.

Unpredictable situations and problems may relate to:	• complaints
	• emergency situations
	• cross-cultural misunderstandings
	• operational details:
	  • delays
	  • equipment malfunction
	  • lost luggage and stolen property
	  • lost people
	  • variations
	• safety issues.

Negotiations at a functional level may relate to	• accommodation

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arrangements for:

- conferences and functions
- entertainment
- shopping
- tours.

Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

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SITXLAN3123 Conduct oral communication in a language other than English (Taiwanese)

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to conduct both predictable and non-routine, varied communications, transactions and interactions in a language other than English.

There is no direct parity with any formal language proficiency ratings or assessment framework, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 3.

Application of the Unit

This unit applies to all industry contexts and individuals working in at many different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit may be customised for training delivery and assessment of proficiency in any language. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN3101 Conduct oral communication in a language other than English (Arabic).

SITXLAN3101	(Arabic)
SITXLAN3102	(Indonesian)
SITXLAN3103	(Cantonese)
SITXLAN3104	(Dutch)
SITXLAN3105	(Finnish)
SITXLAN3106	(French)
SITXLAN3107	(German)
SITXLAN3108	(Greek)
SITXLAN3109	(Hindi)

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SITXLAN3110	(Hungarian)
SITXLAN3111	(Italian)
SITXLAN3112	(Japanese)
SITXLAN3113	(Korean)
SITXLAN3114	(Malay)
SITXLAN3115	(Mandarin)
SITXLAN3116	(Polish)
SITXLAN3117	(Portuguese)
SITXLAN3118	(Russian)
SITXLAN3119	(Serbian)
SITXLAN3120	(Spanish)
SITXLAN3121	(Swedish)
SITXLAN3122	(Swiss German)
SITXLAN3123	(Taiwanese)
SITXLAN3124	(Thai)
SITXLAN3125	(Turkish)
SITXLAN3126	(Croatian)
SITXLAN3127	(Bosnian)
SITXLAN3128	(Australian Indigenous languages)
SITXLAN3129	(AUSLAN)

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

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Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Converse with others.	1.1 Use ***techniques*** to extend interactions with others. 1.2 Seek and offer additional information and assistance to support quality of communication and service. 1.3 Support communication with comments on topical familiar matters, workplace business and events. 1.4 Use non-verbal communication to convey an acceptance of and sensitivity towards others.
2. Provide detailed information and advice.	2.1 Identify need for ***detailed information and advice***. 2.2 Convey detailed information and advice using narrative and descriptive statements. 2.3 Repeat, paraphrase and clarify communications to avoid misunderstanding and to explain difficult points. 2.4 Use ***workplace documents***, ***materials and other references*** to support explanations as required.
3. Respond to unpredictable situations and problems.	3.1 Provide appropriate advice in response to requests, ***unpredictable situations and problems***. 3.2 Identify need for and seek assistance from others to better respond to the situation or problem. 3.3 Identify key facts of problems and facilitate solutions through open communication with relevant people. 3.4 Provide explanations of problems and their cause, and elaborate on detail. 3.5 Respond to conflict and complaints with sensitivity, following appropriate social and cultural conventions. 3.6 Convey appropriate apologies and expressions of regret as

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	required.
4. Conduct negotiations at a functional level.	4.1 Facilitate ***negotiations at a functional level*** through exchange of key information and agreement on details. 4.2 Provide appropriate explanations about products and services. 4.3 Achieve mutual understanding and agreement.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills in a Language other than English to:
  - interact positively and courteously in non-routine and varied interactive workplace communications
  - establish rapport
  - provide detailed information and advice
  - solve problems and conflicts
  - conduct negotiations at a functional level.

Required knowledge

- social and cultural conventions relevant to the language being assessed, including:
  - knowledge and some consistent use of forms of address
  - recognition and consideration of customs, protocols and taboos
- cross-cultural communication challenges that may occur when negotiating and solving problems, and how these may be addressed
- aspects of verbal and non-verbal communication that support effective negotiation and interaction in the language being assessed.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

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Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to:
	• conduct workplace oral communication in a language other than English:
	  • use narrative and descriptive statements
	  • use repetition, clarification and paraphrasing techniques to clarify requirements, answer questions about products and services, solve problems and conflict and reassure others
	  • provide detailed information and specialised assistance in area of work activity
	  • conduct product and service transactions
	  • use a range of effective non-verbal communication skills.

Context of and specific resources for assessment	Assessment must ensure use of:
	• a real or simulated workplace activity for which communication in languages other than English is required
	• other people with whom the individual can interact in the relevant language
	• resources that support communication in languages other than English:
	  • dictionaries and phrase books
	  • language mats
	  • industry materials, such as menus, timetables and brochures written in languages other than English.

Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • oral assessment of conversational language use • direct observation of the individual communicating in a language other than English while undertaking typical workplace activities • review of workplace documents prepared by the individual to assist verbal communication • written or oral questioning to assess knowledge of language requirements, cultural conventions and cross-cultural communication considerations • review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.
Guidance information for	The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to

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assessment	the industry sector, workplace and job role, for example: • SITHFAB309 Provide advice on food • SITTTSL303 Sell tourism products and services • SITTTSL305 Process reservations • SITXCOM401 Manage conflict.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Techniques may include:	• initiating conversations about topical matters • making offers of additional assistance • questioning about needs and preferences.
Detailed information and advice may relate to:	• external products and services • internal products and services • medical and emergency information.

Workplace documents, ***materials and other references*** may include:	• general information
	• product-specific information:
	  • booking conditions
	  • brochures
	  • menus
	  • price lists
	  • timetables.

Unpredictable situations and problems may relate to:	• complaints
	• emergency situations
	• cross-cultural misunderstandings
	• operational details:
	  • delays
	  • equipment malfunction
	  • lost luggage and stolen property
	  • lost people
	  • variations
	• safety issues.

Negotiations at a functional level may relate to	• accommodation

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arrangements for:

- conferences and functions
- entertainment
- shopping
- tours.

Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

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SITXLAN3124 Conduct oral communication in a language other than English (Thai)

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to conduct both predictable and non-routine, varied communications, transactions and interactions in a language other than English.

There is no direct parity with any formal language proficiency ratings or assessment framework, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 3.

Application of the Unit

This unit applies to all industry contexts and individuals working in at many different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit may be customised for training delivery and assessment of proficiency in any language. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN3101 Conduct oral communication in a language other than English (Arabic).

SITXLAN3101	(Arabic)
SITXLAN3102	(Indonesian)
SITXLAN3103	(Cantonese)
SITXLAN3104	(Dutch)
SITXLAN3105	(Finnish)
SITXLAN3106	(French)
SITXLAN3107	(German)
SITXLAN3108	(Greek)
SITXLAN3109	(Hindi)

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SITXLAN3110	(Hungarian)
SITXLAN3111	(Italian)
SITXLAN3112	(Japanese)
SITXLAN3113	(Korean)
SITXLAN3114	(Malay)
SITXLAN3115	(Mandarin)
SITXLAN3116	(Polish)
SITXLAN3117	(Portuguese)
SITXLAN3118	(Russian)
SITXLAN3119	(Serbian)
SITXLAN3120	(Spanish)
SITXLAN3121	(Swedish)
SITXLAN3122	(Swiss German)
SITXLAN3123	(Taiwanese)
SITXLAN3124	(Thai)
SITXLAN3125	(Turkish)
SITXLAN3126	(Croatian)
SITXLAN3127	(Bosnian)
SITXLAN3128	(Australian Indigenous languages)
SITXLAN3129	(AUSLAN)

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

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Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Converse with others.	1.1 Use ***techniques*** to extend interactions with others. 1.2 Seek and offer additional information and assistance to support quality of communication and service. 1.3 Support communication with comments on topical familiar matters, workplace business and events. 1.4 Use non-verbal communication to convey an acceptance of and sensitivity towards others.
2. Provide detailed information and advice.	2.1 Identify need for ***detailed information and advice***. 2.2 Convey detailed information and advice using narrative and descriptive statements. 2.3 Repeat, paraphrase and clarify communications to avoid misunderstanding and to explain difficult points. 2.4 Use ***workplace documents***, ***materials and other references*** to support explanations as required.
3. Respond to unpredictable situations and problems.	3.1 Provide appropriate advice in response to requests, ***unpredictable situations and problems***. 3.2 Identify need for and seek assistance from others to better respond to the situation or problem. 3.3 Identify key facts of problems and facilitate solutions through open communication with relevant people. 3.4 Provide explanations of problems and their cause, and elaborate on detail. 3.5 Respond to conflict and complaints with sensitivity, following appropriate social and cultural conventions. 3.6 Convey appropriate apologies and expressions of regret as

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	required.
4. Conduct negotiations at a functional level.	4.1 Facilitate ***negotiations at a functional level*** through exchange of key information and agreement on details. 4.2 Provide appropriate explanations about products and services. 4.3 Achieve mutual understanding and agreement.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills in a Language other than English to:
  - interact positively and courteously in non-routine and varied interactive workplace communications
  - establish rapport
  - provide detailed information and advice
  - solve problems and conflicts
  - conduct negotiations at a functional level.

Required knowledge

- social and cultural conventions relevant to the language being assessed, including:
  - knowledge and some consistent use of forms of address
  - recognition and consideration of customs, protocols and taboos
- cross-cultural communication challenges that may occur when negotiating and solving problems, and how these may be addressed
- aspects of verbal and non-verbal communication that support effective negotiation and interaction in the language being assessed.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

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Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to:
	• conduct workplace oral communication in a language other than English:
	  • use narrative and descriptive statements
	  • use repetition, clarification and paraphrasing techniques to clarify requirements, answer questions about products and services, solve problems and conflict and reassure others
	  • provide detailed information and specialised assistance in area of work activity
	  • conduct product and service transactions
	  • use a range of effective non-verbal communication skills.

Context of and specific resources for assessment	Assessment must ensure use of:
	• a real or simulated workplace activity for which communication in languages other than English is required
	• other people with whom the individual can interact in the relevant language
	• resources that support communication in languages other than English:
	  • dictionaries and phrase books
	  • language mats
	  • industry materials, such as menus, timetables and brochures written in languages other than English.

Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • oral assessment of conversational language use • direct observation of the individual communicating in a language other than English while undertaking typical workplace activities • review of workplace documents prepared by the individual to assist verbal communication • written or oral questioning to assess knowledge of language requirements, cultural conventions and cross-cultural communication considerations • review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.
Guidance information for	The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to

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assessment	the industry sector, workplace and job role, for example: • SITHFAB309 Provide advice on food • SITTTSL303 Sell tourism products and services • SITTTSL305 Process reservations • SITXCOM401 Manage conflict.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Techniques may include:	• initiating conversations about topical matters • making offers of additional assistance • questioning about needs and preferences.
Detailed information and advice may relate to:	• external products and services • internal products and services • medical and emergency information.

Workplace documents, ***materials and other references*** may include:	• general information
	• product-specific information:
	  • booking conditions
	  • brochures
	  • menus
	  • price lists
	  • timetables.

Unpredictable situations and problems may relate to:	• complaints
	• emergency situations
	• cross-cultural misunderstandings
	• operational details:
	  • delays
	  • equipment malfunction
	  • lost luggage and stolen property
	  • lost people
	  • variations
	• safety issues.

Negotiations at a functional level may relate to	• accommodation

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arrangements for:

- conferences and functions
- entertainment
- shopping
- tours.

Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

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SITXLAN3125 Conduct oral communication in a language other than English (Turkish)

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to conduct both predictable and non-routine, varied communications, transactions and interactions in a language other than English.

There is no direct parity with any formal language proficiency ratings or assessment framework, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 3.

Application of the Unit

This unit applies to all industry contexts and individuals working in at many different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit may be customised for training delivery and assessment of proficiency in any language. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN3101 Conduct oral communication in a language other than English (Arabic).

SITXLAN3101	(Arabic)
SITXLAN3102	(Indonesian)
SITXLAN3103	(Cantonese)
SITXLAN3104	(Dutch)
SITXLAN3105	(Finnish)
SITXLAN3106	(French)
SITXLAN3107	(German)
SITXLAN3108	(Greek)
SITXLAN3109	(Hindi)

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SITXLAN3110	(Hungarian)
SITXLAN3111	(Italian)
SITXLAN3112	(Japanese)
SITXLAN3113	(Korean)
SITXLAN3114	(Malay)
SITXLAN3115	(Mandarin)
SITXLAN3116	(Polish)
SITXLAN3117	(Portuguese)
SITXLAN3118	(Russian)
SITXLAN3119	(Serbian)
SITXLAN3120	(Spanish)
SITXLAN3121	(Swedish)
SITXLAN3122	(Swiss German)
SITXLAN3123	(Taiwanese)
SITXLAN3124	(Thai)
SITXLAN3125	(Turkish)
SITXLAN3126	(Croatian)
SITXLAN3127	(Bosnian)
SITXLAN3128	(Australian Indigenous languages)
SITXLAN3129	(AUSLAN)

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

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Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Converse with others.	1.1 Use ***techniques*** to extend interactions with others. 1.2 Seek and offer additional information and assistance to support quality of communication and service. 1.3 Support communication with comments on topical familiar matters, workplace business and events. 1.4 Use non-verbal communication to convey an acceptance of and sensitivity towards others.
2. Provide detailed information and advice.	2.1 Identify need for ***detailed information and advice***. 2.2 Convey detailed information and advice using narrative and descriptive statements. 2.3 Repeat, paraphrase and clarify communications to avoid misunderstanding and to explain difficult points. 2.4 Use ***workplace documents***, ***materials and other references*** to support explanations as required.
3. Respond to unpredictable situations and problems.	3.1 Provide appropriate advice in response to requests, ***unpredictable situations and problems***. 3.2 Identify need for and seek assistance from others to better respond to the situation or problem. 3.3 Identify key facts of problems and facilitate solutions through open communication with relevant people. 3.4 Provide explanations of problems and their cause, and elaborate on detail. 3.5 Respond to conflict and complaints with sensitivity, following appropriate social and cultural conventions. 3.6 Convey appropriate apologies and expressions of regret as

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	required.
4. Conduct negotiations at a functional level.	4.1 Facilitate ***negotiations at a functional level*** through exchange of key information and agreement on details. 4.2 Provide appropriate explanations about products and services. 4.3 Achieve mutual understanding and agreement.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills in a Language other than English to:
  - interact positively and courteously in non-routine and varied interactive workplace communications
  - establish rapport
  - provide detailed information and advice
  - solve problems and conflicts
  - conduct negotiations at a functional level.

Required knowledge

- social and cultural conventions relevant to the language being assessed, including:
  - knowledge and some consistent use of forms of address
  - recognition and consideration of customs, protocols and taboos
- cross-cultural communication challenges that may occur when negotiating and solving problems, and how these may be addressed
- aspects of verbal and non-verbal communication that support effective negotiation and interaction in the language being assessed.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

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Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to:
	• conduct workplace oral communication in a language other than English:
	  • use narrative and descriptive statements
	  • use repetition, clarification and paraphrasing techniques to clarify requirements, answer questions about products and services, solve problems and conflict and reassure others
	  • provide detailed information and specialised assistance in area of work activity
	  • conduct product and service transactions
	  • use a range of effective non-verbal communication skills.

Context of and specific resources for assessment	Assessment must ensure use of:
	• a real or simulated workplace activity for which communication in languages other than English is required
	• other people with whom the individual can interact in the relevant language
	• resources that support communication in languages other than English:
	  • dictionaries and phrase books
	  • language mats
	  • industry materials, such as menus, timetables and brochures written in languages other than English.

Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • oral assessment of conversational language use • direct observation of the individual communicating in a language other than English while undertaking typical workplace activities • review of workplace documents prepared by the individual to assist verbal communication • written or oral questioning to assess knowledge of language requirements, cultural conventions and cross-cultural communication considerations • review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.
Guidance information for	The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to

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assessment	the industry sector, workplace and job role, for example: • SITHFAB309 Provide advice on food • SITTTSL303 Sell tourism products and services • SITTTSL305 Process reservations • SITXCOM401 Manage conflict.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Techniques may include:	• initiating conversations about topical matters • making offers of additional assistance • questioning about needs and preferences.
Detailed information and advice may relate to:	• external products and services • internal products and services • medical and emergency information.

Workplace documents, ***materials and other references*** may include:	• general information
	• product-specific information:
	  • booking conditions
	  • brochures
	  • menus
	  • price lists
	  • timetables.

Unpredictable situations and problems may relate to:	• complaints
	• emergency situations
	• cross-cultural misunderstandings
	• operational details:
	  • delays
	  • equipment malfunction
	  • lost luggage and stolen property
	  • lost people
	  • variations
	• safety issues.

Negotiations at a functional level may relate to	• accommodation

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arrangements for:

- conferences and functions
- entertainment
- shopping
- tours.

Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

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SITXLAN3126 Conduct oral communication in a language other than English (Croatian)

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to conduct both predictable and non-routine, varied communications, transactions and interactions in a language other than English.

There is no direct parity with any formal language proficiency ratings or assessment framework, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 3.

Application of the Unit

This unit applies to all industry contexts and individuals working in at many different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit may be customised for training delivery and assessment of proficiency in any language. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN3101 Conduct oral communication in a language other than English (Arabic).

SITXLAN3101	(Arabic)
SITXLAN3102	(Indonesian)
SITXLAN3103	(Cantonese)
SITXLAN3104	(Dutch)
SITXLAN3105	(Finnish)
SITXLAN3106	(French)
SITXLAN3107	(German)
SITXLAN3108	(Greek)
SITXLAN3109	(Hindi)

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SITXLAN3110	(Hungarian)
SITXLAN3111	(Italian)
SITXLAN3112	(Japanese)
SITXLAN3113	(Korean)
SITXLAN3114	(Malay)
SITXLAN3115	(Mandarin)
SITXLAN3116	(Polish)
SITXLAN3117	(Portuguese)
SITXLAN3118	(Russian)
SITXLAN3119	(Serbian)
SITXLAN3120	(Spanish)
SITXLAN3121	(Swedish)
SITXLAN3122	(Swiss German)
SITXLAN3123	(Taiwanese)
SITXLAN3124	(Thai)
SITXLAN3125	(Turkish)
SITXLAN3126	(Croatian)
SITXLAN3127	(Bosnian)
SITXLAN3128	(Australian Indigenous languages)
SITXLAN3129	(AUSLAN)

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

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Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Converse with others.	1.1 Use ***techniques*** to extend interactions with others. 1.2 Seek and offer additional information and assistance to support quality of communication and service. 1.3 Support communication with comments on topical familiar matters, workplace business and events. 1.4 Use non-verbal communication to convey an acceptance of and sensitivity towards others.
2. Provide detailed information and advice.	2.1 Identify need for ***detailed information and advice***. 2.2 Convey detailed information and advice using narrative and descriptive statements. 2.3 Repeat, paraphrase and clarify communications to avoid misunderstanding and to explain difficult points. 2.4 Use ***workplace documents***, ***materials and other references*** to support explanations as required.
3. Respond to unpredictable situations and problems.	3.1 Provide appropriate advice in response to requests, ***unpredictable situations and problems***. 3.2 Identify need for and seek assistance from others to better respond to the situation or problem. 3.3 Identify key facts of problems and facilitate solutions through open communication with relevant people. 3.4 Provide explanations of problems and their cause, and elaborate on detail. 3.5 Respond to conflict and complaints with sensitivity, following appropriate social and cultural conventions. 3.6 Convey appropriate apologies and expressions of regret as

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	required.
4. Conduct negotiations at a functional level.	4.1 Facilitate ***negotiations at a functional level*** through exchange of key information and agreement on details. 4.2 Provide appropriate explanations about products and services. 4.3 Achieve mutual understanding and agreement.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills in a Language other than English to:
  - interact positively and courteously in non-routine and varied interactive workplace communications
  - establish rapport
  - provide detailed information and advice
  - solve problems and conflicts
  - conduct negotiations at a functional level.

Required knowledge

- social and cultural conventions relevant to the language being assessed, including:
  - knowledge and some consistent use of forms of address
  - recognition and consideration of customs, protocols and taboos
- cross-cultural communication challenges that may occur when negotiating and solving problems, and how these may be addressed
- aspects of verbal and non-verbal communication that support effective negotiation and interaction in the language being assessed.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

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Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to:
	• conduct workplace oral communication in a language other than English:
	  • use narrative and descriptive statements
	  • use repetition, clarification and paraphrasing techniques to clarify requirements, answer questions about products and services, solve problems and conflict and reassure others
	  • provide detailed information and specialised assistance in area of work activity
	  • conduct product and service transactions
	  • use a range of effective non-verbal communication skills.

Context of and specific resources for assessment	Assessment must ensure use of:
	• a real or simulated workplace activity for which communication in languages other than English is required
	• other people with whom the individual can interact in the relevant language
	• resources that support communication in languages other than English:
	  • dictionaries and phrase books
	  • language mats
	  • industry materials, such as menus, timetables and brochures written in languages other than English.

Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • oral assessment of conversational language use • direct observation of the individual communicating in a language other than English while undertaking typical workplace activities • review of workplace documents prepared by the individual to assist verbal communication • written or oral questioning to assess knowledge of language requirements, cultural conventions and cross-cultural communication considerations • review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.
Guidance information for	The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to

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assessment	the industry sector, workplace and job role, for example: • SITHFAB309 Provide advice on food • SITTTSL303 Sell tourism products and services • SITTTSL305 Process reservations • SITXCOM401 Manage conflict.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Techniques may include:	• initiating conversations about topical matters • making offers of additional assistance • questioning about needs and preferences.
Detailed information and advice may relate to:	• external products and services • internal products and services • medical and emergency information.

Workplace documents, ***materials and other references*** may include:	• general information
	• product-specific information:
	  • booking conditions
	  • brochures
	  • menus
	  • price lists
	  • timetables.

Unpredictable situations and problems may relate to:	• complaints
	• emergency situations
	• cross-cultural misunderstandings
	• operational details:
	  • delays
	  • equipment malfunction
	  • lost luggage and stolen property
	  • lost people
	  • variations
	• safety issues.

Negotiations at a functional level may relate to	• accommodation

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arrangements for:

- conferences and functions
- entertainment
- shopping
- tours.

Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

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SITXLAN3127 Conduct oral communication in a language other than English (Bosnian)

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to conduct both predictable and non-routine, varied communications, transactions and interactions in a language other than English.

There is no direct parity with any formal language proficiency ratings or assessment framework, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 3.

Application of the Unit

This unit applies to all industry contexts and individuals working in at many different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit may be customised for training delivery and assessment of proficiency in any language. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN3101 Conduct oral communication in a language other than English (Arabic).

SITXLAN3101	(Arabic)
SITXLAN3102	(Indonesian)
SITXLAN3103	(Cantonese)
SITXLAN3104	(Dutch)
SITXLAN3105	(Finnish)
SITXLAN3106	(French)
SITXLAN3107	(German)
SITXLAN3108	(Greek)
SITXLAN3109	(Hindi)

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SITXLAN3110	(Hungarian)
SITXLAN3111	(Italian)
SITXLAN3112	(Japanese)
SITXLAN3113	(Korean)
SITXLAN3114	(Malay)
SITXLAN3115	(Mandarin)
SITXLAN3116	(Polish)
SITXLAN3117	(Portuguese)
SITXLAN3118	(Russian)
SITXLAN3119	(Serbian)
SITXLAN3120	(Spanish)
SITXLAN3121	(Swedish)
SITXLAN3122	(Swiss German)
SITXLAN3123	(Taiwanese)
SITXLAN3124	(Thai)
SITXLAN3125	(Turkish)
SITXLAN3126	(Croatian)
SITXLAN3127	(Bosnian)
SITXLAN3128	(Australian Indigenous languages)
SITXLAN3129	(AUSLAN)

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

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Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Converse with others.	1.1 Use ***techniques*** to extend interactions with others. 1.2 Seek and offer additional information and assistance to support quality of communication and service. 1.3 Support communication with comments on topical familiar matters, workplace business and events. 1.4 Use non-verbal communication to convey an acceptance of and sensitivity towards others.
2. Provide detailed information and advice.	2.1 Identify need for ***detailed information and advice***. 2.2 Convey detailed information and advice using narrative and descriptive statements. 2.3 Repeat, paraphrase and clarify communications to avoid misunderstanding and to explain difficult points. 2.4 Use ***workplace documents***, ***materials and other references*** to support explanations as required.
3. Respond to unpredictable situations and problems.	3.1 Provide appropriate advice in response to requests, ***unpredictable situations and problems***. 3.2 Identify need for and seek assistance from others to better respond to the situation or problem. 3.3 Identify key facts of problems and facilitate solutions through open communication with relevant people. 3.4 Provide explanations of problems and their cause, and elaborate on detail. 3.5 Respond to conflict and complaints with sensitivity, following appropriate social and cultural conventions. 3.6 Convey appropriate apologies and expressions of regret as

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	required.
4. Conduct negotiations at a functional level.	4.1 Facilitate ***negotiations at a functional level*** through exchange of key information and agreement on details. 4.2 Provide appropriate explanations about products and services. 4.3 Achieve mutual understanding and agreement.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills in a Language other than English to:
  - interact positively and courteously in non-routine and varied interactive workplace communications
  - establish rapport
  - provide detailed information and advice
  - solve problems and conflicts
  - conduct negotiations at a functional level.

Required knowledge

- social and cultural conventions relevant to the language being assessed, including:
  - knowledge and some consistent use of forms of address
  - recognition and consideration of customs, protocols and taboos
- cross-cultural communication challenges that may occur when negotiating and solving problems, and how these may be addressed
- aspects of verbal and non-verbal communication that support effective negotiation and interaction in the language being assessed.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

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Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to:
	• conduct workplace oral communication in a language other than English:
	  • use narrative and descriptive statements
	  • use repetition, clarification and paraphrasing techniques to clarify requirements, answer questions about products and services, solve problems and conflict and reassure others
	  • provide detailed information and specialised assistance in area of work activity
	  • conduct product and service transactions
	  • use a range of effective non-verbal communication skills.

Context of and specific resources for assessment	Assessment must ensure use of:
	• a real or simulated workplace activity for which communication in languages other than English is required
	• other people with whom the individual can interact in the relevant language
	• resources that support communication in languages other than English:
	  • dictionaries and phrase books
	  • language mats
	  • industry materials, such as menus, timetables and brochures written in languages other than English.

Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • oral assessment of conversational language use • direct observation of the individual communicating in a language other than English while undertaking typical workplace activities • review of workplace documents prepared by the individual to assist verbal communication • written or oral questioning to assess knowledge of language requirements, cultural conventions and cross-cultural communication considerations • review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.
Guidance information for	The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to

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assessment	the industry sector, workplace and job role, for example: • SITHFAB309 Provide advice on food • SITTTSL303 Sell tourism products and services • SITTTSL305 Process reservations • SITXCOM401 Manage conflict.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Techniques may include:	• initiating conversations about topical matters • making offers of additional assistance • questioning about needs and preferences.
Detailed information and advice may relate to:	• external products and services • internal products and services • medical and emergency information.

Workplace documents, ***materials and other references*** may include:	• general information
	• product-specific information:
	  • booking conditions
	  • brochures
	  • menus
	  • price lists
	  • timetables.

Unpredictable situations and problems may relate to:	• complaints
	• emergency situations
	• cross-cultural misunderstandings
	• operational details:
	  • delays
	  • equipment malfunction
	  • lost luggage and stolen property
	  • lost people
	  • variations
	• safety issues.

Negotiations at a functional level may relate to	• accommodation

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arrangements for:

- conferences and functions
- entertainment
- shopping
- tours.

Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

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SITXLAN3128 Conduct oral communication in a language other than English (Australian Indigenous languages)

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to conduct both predictable and non-routine, varied communications, transactions and interactions in a language other than English.

There is no direct parity with any formal language proficiency ratings or assessment framework, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 3.

Application of the Unit

This unit applies to all industry contexts and individuals working in at many different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit may be customised for training delivery and assessment of proficiency in any language. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN3101 Conduct oral communication in a language other than English (Arabic).

SITXLAN3101	(Arabic)
SITXLAN3102	(Indonesian)
SITXLAN3103	(Cantonese)
SITXLAN3104	(Dutch)
SITXLAN3105	(Finnish)
SITXLAN3106	(French)
SITXLAN3107	(German)
SITXLAN3108	(Greek)
SITXLAN3109	(Hindi)

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SITXLAN3110	(Hungarian)
SITXLAN3111	(Italian)
SITXLAN3112	(Japanese)
SITXLAN3113	(Korean)
SITXLAN3114	(Malay)
SITXLAN3115	(Mandarin)
SITXLAN3116	(Polish)
SITXLAN3117	(Portuguese)
SITXLAN3118	(Russian)
SITXLAN3119	(Serbian)
SITXLAN3120	(Spanish)
SITXLAN3121	(Swedish)
SITXLAN3122	(Swiss German)
SITXLAN3123	(Taiwanese)
SITXLAN3124	(Thai)
SITXLAN3125	(Turkish)
SITXLAN3126	(Croatian)
SITXLAN3127	(Bosnian)
SITXLAN3128	(Australian Indigenous languages)
SITXLAN3129	(AUSLAN)

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

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Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Converse with others.	1.1 Use ***techniques*** to extend interactions with others. 1.2 Seek and offer additional information and assistance to support quality of communication and service. 1.3 Support communication with comments on topical familiar matters, workplace business and events. 1.4 Use non-verbal communication to convey an acceptance of and sensitivity towards others.
2. Provide detailed information and advice.	2.1 Identify need for ***detailed information and advice***. 2.2 Convey detailed information and advice using narrative and descriptive statements. 2.3 Repeat, paraphrase and clarify communications to avoid misunderstanding and to explain difficult points. 2.4 Use ***workplace documents***, ***materials and other references*** to support explanations as required.
3. Respond to unpredictable situations and problems.	3.1 Provide appropriate advice in response to requests, ***unpredictable situations and problems***. 3.2 Identify need for and seek assistance from others to better respond to the situation or problem. 3.3 Identify key facts of problems and facilitate solutions through open communication with relevant people. 3.4 Provide explanations of problems and their cause, and elaborate on detail. 3.5 Respond to conflict and complaints with sensitivity, following appropriate social and cultural conventions. 3.6 Convey appropriate apologies and expressions of regret as

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	required.
4. Conduct negotiations at a functional level.	4.1 Facilitate ***negotiations at a functional level*** through exchange of key information and agreement on details. 4.2 Provide appropriate explanations about products and services. 4.3 Achieve mutual understanding and agreement.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills in a Language other than English to:
  - interact positively and courteously in non-routine and varied interactive workplace communications
  - establish rapport
  - provide detailed information and advice
  - solve problems and conflicts
  - conduct negotiations at a functional level.

Required knowledge

- social and cultural conventions relevant to the language being assessed, including:
  - knowledge and some consistent use of forms of address
  - recognition and consideration of customs, protocols and taboos
- cross-cultural communication challenges that may occur when negotiating and solving problems, and how these may be addressed
- aspects of verbal and non-verbal communication that support effective negotiation and interaction in the language being assessed.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

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Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to:
	• conduct workplace oral communication in a language other than English:
	  • use narrative and descriptive statements
	  • use repetition, clarification and paraphrasing techniques to clarify requirements, answer questions about products and services, solve problems and conflict and reassure others
	  • provide detailed information and specialised assistance in area of work activity
	  • conduct product and service transactions
	  • use a range of effective non-verbal communication skills.

Context of and specific resources for assessment	Assessment must ensure use of:
	• a real or simulated workplace activity for which communication in languages other than English is required
	• other people with whom the individual can interact in the relevant language
	• resources that support communication in languages other than English:
	  • dictionaries and phrase books
	  • language mats
	  • industry materials, such as menus, timetables and brochures written in languages other than English.

Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • oral assessment of conversational language use • direct observation of the individual communicating in a language other than English while undertaking typical workplace activities • review of workplace documents prepared by the individual to assist verbal communication • written or oral questioning to assess knowledge of language requirements, cultural conventions and cross-cultural communication considerations • review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.
Guidance information for	The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to

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assessment	the industry sector, workplace and job role, for example: • SITHFAB309 Provide advice on food • SITTTSL303 Sell tourism products and services • SITTTSL305 Process reservations • SITXCOM401 Manage conflict.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Techniques may include:	• initiating conversations about topical matters • making offers of additional assistance • questioning about needs and preferences.
Detailed information and advice may relate to:	• external products and services • internal products and services • medical and emergency information.

Workplace documents, ***materials and other references*** may include:	• general information
	• product-specific information:
	  • booking conditions
	  • brochures
	  • menus
	  • price lists
	  • timetables.

Unpredictable situations and problems may relate to:	• complaints
	• emergency situations
	• cross-cultural misunderstandings
	• operational details:
	  • delays
	  • equipment malfunction
	  • lost luggage and stolen property
	  • lost people
	  • variations
	• safety issues.

Negotiations at a functional level may relate to	• accommodation

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arrangements for:

- conferences and functions
- entertainment
- shopping
- tours.

Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

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SITXLAN3129 Conduct oral communication in a language other than English (AUSLAN)

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to conduct both predictable and non-routine, varied communications, transactions and interactions in a language other than English.

There is no direct parity with any formal language proficiency ratings or assessment framework, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 3.

Application of the Unit

This unit applies to all industry contexts and individuals working in at many different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit may be customised for training delivery and assessment of proficiency in any language. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN3101 Conduct oral communication in a language other than English (Arabic).

SITXLAN3101	(Arabic)
SITXLAN3102	(Indonesian)
SITXLAN3103	(Cantonese)
SITXLAN3104	(Dutch)
SITXLAN3105	(Finnish)
SITXLAN3106	(French)
SITXLAN3107	(German)
SITXLAN3108	(Greek)
SITXLAN3109	(Hindi)

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SITXLAN3110	(Hungarian)
SITXLAN3111	(Italian)
SITXLAN3112	(Japanese)
SITXLAN3113	(Korean)
SITXLAN3114	(Malay)
SITXLAN3115	(Mandarin)
SITXLAN3116	(Polish)
SITXLAN3117	(Portuguese)
SITXLAN3118	(Russian)
SITXLAN3119	(Serbian)
SITXLAN3120	(Spanish)
SITXLAN3121	(Swedish)
SITXLAN3122	(Swiss German)
SITXLAN3123	(Taiwanese)
SITXLAN3124	(Thai)
SITXLAN3125	(Turkish)
SITXLAN3126	(Croatian)
SITXLAN3127	(Bosnian)
SITXLAN3128	(Australian Indigenous languages)
SITXLAN3129	(AUSLAN)

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

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Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Converse with others.	1.1 Use ***techniques*** to extend interactions with others. 1.2 Seek and offer additional information and assistance to support quality of communication and service. 1.3 Support communication with comments on topical familiar matters, workplace business and events. 1.4 Use non-verbal communication to convey an acceptance of and sensitivity towards others.
2. Provide detailed information and advice.	2.1 Identify need for ***detailed information and advice***. 2.2 Convey detailed information and advice using narrative and descriptive statements. 2.3 Repeat, paraphrase and clarify communications to avoid misunderstanding and to explain difficult points. 2.4 Use ***workplace documents***, ***materials and other references*** to support explanations as required.
3. Respond to unpredictable situations and problems.	3.1 Provide appropriate advice in response to requests, ***unpredictable situations and problems***. 3.2 Identify need for and seek assistance from others to better respond to the situation or problem. 3.3 Identify key facts of problems and facilitate solutions through open communication with relevant people. 3.4 Provide explanations of problems and their cause, and elaborate on detail. 3.5 Respond to conflict and complaints with sensitivity, following appropriate social and cultural conventions. 3.6 Convey appropriate apologies and expressions of regret as

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	required.
4. Conduct negotiations at a functional level.	4.1 Facilitate ***negotiations at a functional level*** through exchange of key information and agreement on details. 4.2 Provide appropriate explanations about products and services. 4.3 Achieve mutual understanding and agreement.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills in a Language other than English to:
  - interact positively and courteously in non-routine and varied interactive workplace communications
  - establish rapport
  - provide detailed information and advice
  - solve problems and conflicts
  - conduct negotiations at a functional level.

Required knowledge

- social and cultural conventions relevant to the language being assessed, including:
  - knowledge and some consistent use of forms of address
  - recognition and consideration of customs, protocols and taboos
- cross-cultural communication challenges that may occur when negotiating and solving problems, and how these may be addressed
- aspects of verbal and non-verbal communication that support effective negotiation and interaction in the language being assessed.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

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Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to:
	• conduct workplace oral communication in a language other than English:
	  • use narrative and descriptive statements
	  • use repetition, clarification and paraphrasing techniques to clarify requirements, answer questions about products and services, solve problems and conflict and reassure others
	  • provide detailed information and specialised assistance in area of work activity
	  • conduct product and service transactions
	  • use a range of effective non-verbal communication skills.

Context of and specific resources for assessment	Assessment must ensure use of:
	• a real or simulated workplace activity for which communication in languages other than English is required
	• other people with whom the individual can interact in the relevant language
	• resources that support communication in languages other than English:
	  • dictionaries and phrase books
	  • language mats
	  • industry materials, such as menus, timetables and brochures written in languages other than English.

Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • oral assessment of conversational language use • direct observation of the individual communicating in a language other than English while undertaking typical workplace activities • review of workplace documents prepared by the individual to assist verbal communication • written or oral questioning to assess knowledge of language requirements, cultural conventions and cross-cultural communication considerations • review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.
Guidance information for	The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to

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assessment	the industry sector, workplace and job role, for example: • SITHFAB309 Provide advice on food • SITTTSL303 Sell tourism products and services • SITTTSL305 Process reservations • SITXCOM401 Manage conflict.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Techniques may include:	• initiating conversations about topical matters • making offers of additional assistance • questioning about needs and preferences.
Detailed information and advice may relate to:	• external products and services • internal products and services • medical and emergency information.

Workplace documents, ***materials and other references*** may include:	• general information
	• product-specific information:
	  • booking conditions
	  • brochures
	  • menus
	  • price lists
	  • timetables.

Unpredictable situations and problems may relate to:	• complaints
	• emergency situations
	• cross-cultural misunderstandings
	• operational details:
	  • delays
	  • equipment malfunction
	  • lost luggage and stolen property
	  • lost people
	  • variations
	• safety issues.

Negotiations at a functional level may relate to	• accommodation

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arrangements for:

- conferences and functions
- entertainment
- shopping
- tours.

Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

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SITXLAN3201 Conduct complex oral communication in a language other than English (Arabic)

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to conduct complex, creative, routine and non-routine communication in a language other than English. This involves very fluent listening and speaking skills at a high level of complexity to conduct negotiations, make presentations, provide oral summaries in the workplace and participate in social and cultural activities.

The unit does not cover interpreting and translating skills, which are described in units of competency in the PSP04 Public Sector Training Package.

There is no direct parity with any formal language proficiency ratings or assessment framework, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 4 to 4+.

Application of the Unit

This unit applies to all industry contexts and individuals working in at many different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit may be customised for training delivery and assessment of proficiency in any language. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN3212 Conduct complex oral communication in a language other than English (Japanese).

SITXLAN3201	(Arabic)
SITXLAN3202	(Indonesian)
SITXLAN3203	(Cantonese)
SITXLAN3204	(Dutch)
SITXLAN3205	(Finnish)
SITXLAN3206	(French)
SITXLAN3207	(German)

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SITXLAN3208	(Greek)
SITXLAN3209	(Hindi)
SITXLAN3210	(Hungarian)
SITXLAN3211	(Italian)
SITXLAN3212	(Japanese)
SITXLAN3213	(Korean)
SITXLAN3214	(Malay)
SITXLAN3215	(Mandarin)
SITXLAN3216	(Polish)
SITXLAN3217	(Portuguese)
SITXLAN3218	(Russian)
SITXLAN3219	(Serbian)
SITXLAN3220	(Spanish)
SITXLAN3221	(Swedish)
SITXLAN3222	(Swiss German)
SITXLAN3223	(Taiwanese)
SITXLAN3224	(Thai)
SITXLAN3225	(Turkish)
SITXLAN3226	(Croatian)
SITXLAN3227	(Bosnian)
SITXLAN3228	(Australian Indigenous languages)
SITXLAN3229	(AUSLAN)

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Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Conduct negotiations.	1.1 Establish rapport by using appropriate courtesy protocols, establishing common ground and observing social, cultural and business conventions. 1.2 Provide explanations, information and supporting details relevant to negotiations. 1.3 Use an appropriate range of language functions for negotiations, including introducing formal talk, using turn taking skills, and agreeing and disagreeing tentatively. 1.4 Use appropriate intonation, voice tone and signalling expressions effectively. 1.5 Exchange and agree to information about the subject of the negotiation.
2. Deliver presentations.	2.1 Deliver ***presentations*** in a style that supports its objective and takes account of audience characteristics, occasion and venue. 2.2 Present information in a logical and concise manner using appropriate sequencing and linguistic linking. 2.3 Support presentations with relevant ***public speaking techniques***.
3. Participate in social and cultural	3.1 Use language and language functions appropriate to varied ***social and cultural activities***.

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activities.	3.2 Adapt and modify communication strategies and language functions as required.
4. Provide summaries of oral communication.	4.1 Recognise situations when the services of a professional interpreter are required, and arrange for assistance. 4.2 Convey the purpose and meaning of the original utterance. 4.3 Make appropriate comments between parties to check and clarify meaning. 4.4 Use communication strategies and language functions that support immediate communication.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills in a language other than English to:
  - establish and maintain rapport
  - conduct negotiations
  - provide oral summaries that support immediate communication
  - make presentations and use public speaking techniques
  - participate effectively in social, cultural and workplace activities.

Required knowledge

- social, cultural and business conventions relevant to the language being assessed, including:
  - colloquialisms
  - customs
  - dialect
  - forms of address
  - idiom
  - language conventions
  - protocols and taboos
- cross-cultural communication challenges that may occur when negotiating and solving problems, and how these may be addressed
- aspects of verbal and non-verbal communication that support fluent and unhindered communication in the language being assessed
- technical vocabulary required to support specific workplace activities.

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to:
	• conduct complex workplace oral communications in a language other than English (rare linguistic errors may occur):
	  • establish and maintain rapport during extended interactions, including social activities
	  • make presentations to groups of people
	  • conduct business negotiations
	  • use narrative and descriptive statements
	  • use repetition, clarification and paraphrasing techniques to clarify requirements ,solve problems and conflict and reassure others
	  • provide detailed information and advice in area of work activity
	  • use extended non-verbal communication skills effectively.

Context of and specific resources for assessment	Assessment must ensure use of:
	• a real or simulated workplace activity for which communication in languages other than English is required
	• other people with whom the individual can interact in the relevant language
	• resources that support communication in languages other than English:
	  • dictionaries and phrase books
	  • industry materials, such as menus, timetables and brochures written in languages other than English.

Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • oral assessment of conversational language use direct observation of the individual communicating in a language other than English • use of role play activities that simulate simultaneous language use and customer service activity

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- written or oral questioning to assess cultural knowledge and cross-cultural communication considerations
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- BSBCMM401A Make a presentation
- SITTGDE303 Lead tour groups
- SITTGDE304 Prepare and present tour commentaries or activities
- SITXMGT501 Establish and conduct business relationships.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Presentations may include:

- guiding or interpretive activities
- instructing and training
- presentations at conferences
- promotional activities
- providing complex information on products and services
- sales presentations.

Public speaking techniques may include:

- audience participation
- demonstrations and visual aids
- humour
- non-verbal communication.

Social and cultural activities may include:

- accompanying people to dinner
- conference activities
- meetings
- professional development activities
- tours
- trade fairs.

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Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

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SITXLAN3202 Conduct complex oral communication in a language other than English (Indonesian)

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to conduct complex, creative, routine and non-routine communication in a language other than English. This involves very fluent listening and speaking skills at a high level of complexity to conduct negotiations, make presentations, provide oral summaries in the workplace and participate in social and cultural activities.

The unit does not cover interpreting and translating skills, which are described in units of competency in the PSP04 Public Sector Training Package.

There is no direct parity with any formal language proficiency ratings or assessment framework, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 4 to 4+.

Application of the Unit

This unit applies to all industry contexts and individuals working in at many different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit may be customised for training delivery and assessment of proficiency in any language. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN3212 Conduct complex oral communication in a language other than English (Japanese).

SITXLAN3201	(Arabic)
SITXLAN3202	(Indonesian)
SITXLAN3203	(Cantonese)
SITXLAN3204	(Dutch)
SITXLAN3205	(Finnish)
SITXLAN3206	(French)
SITXLAN3207	(German)

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SITXLAN3208	(Greek)
SITXLAN3209	(Hindi)
SITXLAN3210	(Hungarian)
SITXLAN3211	(Italian)
SITXLAN3212	(Japanese)
SITXLAN3213	(Korean)
SITXLAN3214	(Malay)
SITXLAN3215	(Mandarin)
SITXLAN3216	(Polish)
SITXLAN3217	(Portuguese)
SITXLAN3218	(Russian)
SITXLAN3219	(Serbian)
SITXLAN3220	(Spanish)
SITXLAN3221	(Swedish)
SITXLAN3222	(Swiss German)
SITXLAN3223	(Taiwanese)
SITXLAN3224	(Thai)
SITXLAN3225	(Turkish)
SITXLAN3226	(Croatian)
SITXLAN3227	(Bosnian)
SITXLAN3228	(Australian Indigenous languages)
SITXLAN3229	(AUSLAN)

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Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Conduct negotiations.	1.1 Establish rapport by using appropriate courtesy protocols, establishing common ground and observing social, cultural and business conventions. 1.2 Provide explanations, information and supporting details relevant to negotiations. 1.3 Use an appropriate range of language functions for negotiations, including introducing formal talk, using turn taking skills, and agreeing and disagreeing tentatively. 1.4 Use appropriate intonation, voice tone and signalling expressions effectively. 1.5 Exchange and agree to information about the subject of the negotiation.
2. Deliver presentations.	2.1 Deliver ***presentations*** in a style that supports its objective and takes account of audience characteristics, occasion and venue. 2.2 Present information in a logical and concise manner using appropriate sequencing and linguistic linking. 2.3 Support presentations with relevant ***public speaking techniques***.
3. Participate in social and cultural	3.1 Use language and language functions appropriate to varied ***social and cultural activities***.

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activities.	3.2 Adapt and modify communication strategies and language functions as required.
4. Provide summaries of oral communication.	4.1 Recognise situations when the services of a professional interpreter are required, and arrange for assistance. 4.2 Convey the purpose and meaning of the original utterance. 4.3 Make appropriate comments between parties to check and clarify meaning. 4.4 Use communication strategies and language functions that support immediate communication.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills in a language other than English to:
  - establish and maintain rapport
  - conduct negotiations
  - provide oral summaries that support immediate communication
  - make presentations and use public speaking techniques
  - participate effectively in social, cultural and workplace activities.

Required knowledge

- social, cultural and business conventions relevant to the language being assessed, including:
  - colloquialisms
  - customs
  - dialect
  - forms of address
  - idiom
  - language conventions
  - protocols and taboos
- cross-cultural communication challenges that may occur when negotiating and solving problems, and how these may be addressed
- aspects of verbal and non-verbal communication that support fluent and unhindered communication in the language being assessed
- technical vocabulary required to support specific workplace activities.

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the ability to:

- conduct complex workplace oral communications in a language other than English (rare linguistic errors may occur):
  - establish and maintain rapport during extended interactions, including social activities
  - make presentations to groups of people
  - conduct business negotiations
  - use narrative and descriptive statements
  - use repetition, clarification and paraphrasing techniques to clarify requirements ,solve problems and conflict and reassure others
  - provide detailed information and advice in area of work activity
  - use extended non-verbal communication skills effectively.

Context of and specific resources for assessment

Assessment must ensure use of:

- a real or simulated workplace activity for which communication in languages other than English is required
- other people with whom the individual can interact in the relevant language
- resources that support communication in languages other than English:
  - dictionaries and phrase books
  - industry materials, such as menus, timetables and brochures written in languages other than English.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- oral assessment of conversational language use direct observation of the individual communicating in a language other than English
- use of role play activities that simulate simultaneous language use and customer service activity

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- written or oral questioning to assess cultural knowledge and cross-cultural communication considerations
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- BSBCMM401A Make a presentation
- SITTGDE303 Lead tour groups
- SITTGDE304 Prepare and present tour commentaries or activities
- SITXMGT501 Establish and conduct business relationships.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Presentations may include:

- guiding or interpretive activities
- instructing and training
- presentations at conferences
- promotional activities
- providing complex information on products and services
- sales presentations.

Public speaking techniques may include:

- audience participation
- demonstrations and visual aids
- humour
- non-verbal communication.

Social and cultural activities may include:

- accompanying people to dinner
- conference activities
- meetings
- professional development activities
- tours
- trade fairs.

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Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

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SITXLAN3203 Conduct complex oral communication in a language other than English (Cantonese)

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to conduct complex, creative, routine and non-routine communication in a language other than English. This involves very fluent listening and speaking skills at a high level of complexity to conduct negotiations, make presentations, provide oral summaries in the workplace and participate in social and cultural activities.

The unit does not cover interpreting and translating skills, which are described in units of competency in the PSP04 Public Sector Training Package.

There is no direct parity with any formal language proficiency ratings or assessment framework, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 4 to 4+.

Application of the Unit

This unit applies to all industry contexts and individuals working in at many different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit may be customised for training delivery and assessment of proficiency in any language. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN3212 Conduct complex oral communication in a language other than English (Japanese).

SITXLAN3201	(Arabic)
SITXLAN3202	(Indonesian)
SITXLAN3203	(Cantonese)
SITXLAN3204	(Dutch)
SITXLAN3205	(Finnish)
SITXLAN3206	(French)
SITXLAN3207	(German)

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SITXLAN3208	(Greek)
SITXLAN3209	(Hindi)
SITXLAN3210	(Hungarian)
SITXLAN3211	(Italian)
SITXLAN3212	(Japanese)
SITXLAN3213	(Korean)
SITXLAN3214	(Malay)
SITXLAN3215	(Mandarin)
SITXLAN3216	(Polish)
SITXLAN3217	(Portuguese)
SITXLAN3218	(Russian)
SITXLAN3219	(Serbian)
SITXLAN3220	(Spanish)
SITXLAN3221	(Swedish)
SITXLAN3222	(Swiss German)
SITXLAN3223	(Taiwanese)
SITXLAN3224	(Thai)
SITXLAN3225	(Turkish)
SITXLAN3226	(Croatian)
SITXLAN3227	(Bosnian)
SITXLAN3228	(Australian Indigenous languages)
SITXLAN3229	(AUSLAN)

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Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Conduct negotiations.	1.1 Establish rapport by using appropriate courtesy protocols, establishing common ground and observing social, cultural and business conventions. 1.2 Provide explanations, information and supporting details relevant to negotiations. 1.3 Use an appropriate range of language functions for negotiations, including introducing formal talk, using turn taking skills, and agreeing and disagreeing tentatively. 1.4 Use appropriate intonation, voice tone and signalling expressions effectively. 1.5 Exchange and agree to information about the subject of the negotiation.
2. Deliver presentations.	2.1 Deliver ***presentations*** in a style that supports its objective and takes account of audience characteristics, occasion and venue. 2.2 Present information in a logical and concise manner using appropriate sequencing and linguistic linking. 2.3 Support presentations with relevant ***public speaking techniques***.
3. Participate in social and cultural	3.1 Use language and language functions appropriate to varied ***social and cultural activities***.

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activities.	3.2 Adapt and modify communication strategies and language functions as required.
4. Provide summaries of oral communication.	4.1 Recognise situations when the services of a professional interpreter are required, and arrange for assistance. 4.2 Convey the purpose and meaning of the original utterance. 4.3 Make appropriate comments between parties to check and clarify meaning. 4.4 Use communication strategies and language functions that support immediate communication.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills in a language other than English to:
  - establish and maintain rapport
  - conduct negotiations
  - provide oral summaries that support immediate communication
  - make presentations and use public speaking techniques
  - participate effectively in social, cultural and workplace activities.

Required knowledge

- social, cultural and business conventions relevant to the language being assessed, including:
  - colloquialisms
  - customs
  - dialect
  - forms of address
  - idiom
  - language conventions
  - protocols and taboos
- cross-cultural communication challenges that may occur when negotiating and solving problems, and how these may be addressed
- aspects of verbal and non-verbal communication that support fluent and unhindered communication in the language being assessed
- technical vocabulary required to support specific workplace activities.

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the ability to:

- conduct complex workplace oral communications in a language other than English (rare linguistic errors may occur):
  - establish and maintain rapport during extended interactions, including social activities
  - make presentations to groups of people
  - conduct business negotiations
  - use narrative and descriptive statements
  - use repetition, clarification and paraphrasing techniques to clarify requirements ,solve problems and conflict and reassure others
  - provide detailed information and advice in area of work activity
  - use extended non-verbal communication skills effectively.

Context of and specific resources for assessment

Assessment must ensure use of:

- a real or simulated workplace activity for which communication in languages other than English is required
- other people with whom the individual can interact in the relevant language
- resources that support communication in languages other than English:
  - dictionaries and phrase books
  - industry materials, such as menus, timetables and brochures written in languages other than English.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- oral assessment of conversational language use direct observation of the individual communicating in a language other than English
- use of role play activities that simulate simultaneous language use and customer service activity

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- written or oral questioning to assess cultural knowledge and cross-cultural communication considerations
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- BSBCMM401A Make a presentation
- SITTGDE303 Lead tour groups
- SITTGDE304 Prepare and present tour commentaries or activities
- SITXMGT501 Establish and conduct business relationships.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Presentations may include:

- guiding or interpretive activities
- instructing and training
- presentations at conferences
- promotional activities
- providing complex information on products and services
- sales presentations.

Public speaking techniques may include:

- audience participation
- demonstrations and visual aids
- humour
- non-verbal communication.

Social and cultural activities may include:

- accompanying people to dinner
- conference activities
- meetings
- professional development activities
- tours
- trade fairs.

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Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

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SITXLAN3204 Conduct complex oral communication in a language other than English (Dutch)

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to conduct complex, creative, routine and non-routine communication in a language other than English. This involves very fluent listening and speaking skills at a high level of complexity to conduct negotiations, make presentations, provide oral summaries in the workplace and participate in social and cultural activities.

The unit does not cover interpreting and translating skills, which are described in units of competency in the PSP04 Public Sector Training Package.

There is no direct parity with any formal language proficiency ratings or assessment framework, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 4 to 4+.

Application of the Unit

This unit applies to all industry contexts and individuals working in at many different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit may be customised for training delivery and assessment of proficiency in any language. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN3212 Conduct complex oral communication in a language other than English (Japanese).

SITXLAN3201	(Arabic)
SITXLAN3202	(Indonesian)
SITXLAN3203	(Cantonese)
SITXLAN3204	(Dutch)
SITXLAN3205	(Finnish)
SITXLAN3206	(French)
SITXLAN3207	(German)

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SITXLAN3208	(Greek)
SITXLAN3209	(Hindi)
SITXLAN3210	(Hungarian)
SITXLAN3211	(Italian)
SITXLAN3212	(Japanese)
SITXLAN3213	(Korean)
SITXLAN3214	(Malay)
SITXLAN3215	(Mandarin)
SITXLAN3216	(Polish)
SITXLAN3217	(Portuguese)
SITXLAN3218	(Russian)
SITXLAN3219	(Serbian)
SITXLAN3220	(Spanish)
SITXLAN3221	(Swedish)
SITXLAN3222	(Swiss German)
SITXLAN3223	(Taiwanese)
SITXLAN3224	(Thai)
SITXLAN3225	(Turkish)
SITXLAN3226	(Croatian)
SITXLAN3227	(Bosnian)
SITXLAN3228	(Australian Indigenous languages)
SITXLAN3229	(AUSLAN)

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Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Conduct negotiations.	1.1 Establish rapport by using appropriate courtesy protocols, establishing common ground and observing social, cultural and business conventions. 1.2 Provide explanations, information and supporting details relevant to negotiations. 1.3 Use an appropriate range of language functions for negotiations, including introducing formal talk, using turn taking skills, and agreeing and disagreeing tentatively. 1.4 Use appropriate intonation, voice tone and signalling expressions effectively. 1.5 Exchange and agree to information about the subject of the negotiation.
2. Deliver presentations.	2.1 Deliver ***presentations*** in a style that supports its objective and takes account of audience characteristics, occasion and venue. 2.2 Present information in a logical and concise manner using appropriate sequencing and linguistic linking. 2.3 Support presentations with relevant ***public speaking techniques***.
3. Participate in social and cultural	3.1 Use language and language functions appropriate to varied ***social and cultural activities***.

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activities.	3.2 Adapt and modify communication strategies and language functions as required.
4. Provide summaries of oral communication.	4.1 Recognise situations when the services of a professional interpreter are required, and arrange for assistance. 4.2 Convey the purpose and meaning of the original utterance. 4.3 Make appropriate comments between parties to check and clarify meaning. 4.4 Use communication strategies and language functions that support immediate communication.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills in a language other than English to:
  - establish and maintain rapport
  - conduct negotiations
  - provide oral summaries that support immediate communication
  - make presentations and use public speaking techniques
  - participate effectively in social, cultural and workplace activities.

Required knowledge

- social, cultural and business conventions relevant to the language being assessed, including:
  - colloquialisms
  - customs
  - dialect
  - forms of address
  - idiom
  - language conventions
  - protocols and taboos
- cross-cultural communication challenges that may occur when negotiating and solving problems, and how these may be addressed
- aspects of verbal and non-verbal communication that support fluent and unhindered communication in the language being assessed
- technical vocabulary required to support specific workplace activities.

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the ability to:

- conduct complex workplace oral communications in a language other than English (rare linguistic errors may occur):
  - establish and maintain rapport during extended interactions, including social activities
  - make presentations to groups of people
  - conduct business negotiations
  - use narrative and descriptive statements
  - use repetition, clarification and paraphrasing techniques to clarify requirements ,solve problems and conflict and reassure others
  - provide detailed information and advice in area of work activity
  - use extended non-verbal communication skills effectively.

Context of and specific resources for assessment

Assessment must ensure use of:

- a real or simulated workplace activity for which communication in languages other than English is required
- other people with whom the individual can interact in the relevant language
- resources that support communication in languages other than English:
  - dictionaries and phrase books
  - industry materials, such as menus, timetables and brochures written in languages other than English.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- oral assessment of conversational language use direct observation of the individual communicating in a language other than English
- use of role play activities that simulate simultaneous language use and customer service activity

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- written or oral questioning to assess cultural knowledge and cross-cultural communication considerations
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- BSBCMM401A Make a presentation
- SITTGDE303 Lead tour groups
- SITTGDE304 Prepare and present tour commentaries or activities
- SITXMGT501 Establish and conduct business relationships.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Presentations may include:

- guiding or interpretive activities
- instructing and training
- presentations at conferences
- promotional activities
- providing complex information on products and services
- sales presentations.

Public speaking techniques may include:

- audience participation
- demonstrations and visual aids
- humour
- non-verbal communication.

Social and cultural activities may include:

- accompanying people to dinner
- conference activities
- meetings
- professional development activities
- tours
- trade fairs.

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Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

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SITXLAN3205 Conduct complex oral communication in a language other than English (Finnish)

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to conduct complex, creative, routine and non-routine communication in a language other than English. This involves very fluent listening and speaking skills at a high level of complexity to conduct negotiations, make presentations, provide oral summaries in the workplace and participate in social and cultural activities.

The unit does not cover interpreting and translating skills, which are described in units of competency in the PSP04 Public Sector Training Package.

There is no direct parity with any formal language proficiency ratings or assessment framework, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 4 to 4+.

Application of the Unit

This unit applies to all industry contexts and individuals working in at many different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit may be customised for training delivery and assessment of proficiency in any language. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN3212 Conduct complex oral communication in a language other than English (Japanese).

SITXLAN3201	(Arabic)
SITXLAN3202	(Indonesian)
SITXLAN3203	(Cantonese)
SITXLAN3204	(Dutch)
SITXLAN3205	(Finnish)
SITXLAN3206	(French)
SITXLAN3207	(German)

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SITXLAN3208	(Greek)
SITXLAN3209	(Hindi)
SITXLAN3210	(Hungarian)
SITXLAN3211	(Italian)
SITXLAN3212	(Japanese)
SITXLAN3213	(Korean)
SITXLAN3214	(Malay)
SITXLAN3215	(Mandarin)
SITXLAN3216	(Polish)
SITXLAN3217	(Portuguese)
SITXLAN3218	(Russian)
SITXLAN3219	(Serbian)
SITXLAN3220	(Spanish)
SITXLAN3221	(Swedish)
SITXLAN3222	(Swiss German)
SITXLAN3223	(Taiwanese)
SITXLAN3224	(Thai)
SITXLAN3225	(Turkish)
SITXLAN3226	(Croatian)
SITXLAN3227	(Bosnian)
SITXLAN3228	(Australian Indigenous languages)
SITXLAN3229	(AUSLAN)

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Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Conduct negotiations.	1.1 Establish rapport by using appropriate courtesy protocols, establishing common ground and observing social, cultural and business conventions. 1.2 Provide explanations, information and supporting details relevant to negotiations. 1.3 Use an appropriate range of language functions for negotiations, including introducing formal talk, using turn taking skills, and agreeing and disagreeing tentatively. 1.4 Use appropriate intonation, voice tone and signalling expressions effectively. 1.5 Exchange and agree to information about the subject of the negotiation.
2. Deliver presentations.	2.1 Deliver ***presentations*** in a style that supports its objective and takes account of audience characteristics, occasion and venue. 2.2 Present information in a logical and concise manner using appropriate sequencing and linguistic linking. 2.3 Support presentations with relevant ***public speaking techniques***.
3. Participate in social and cultural	3.1 Use language and language functions appropriate to varied ***social and cultural activities***.

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activities.	3.2 Adapt and modify communication strategies and language functions as required.
4. Provide summaries of oral communication.	4.1 Recognise situations when the services of a professional interpreter are required, and arrange for assistance. 4.2 Convey the purpose and meaning of the original utterance. 4.3 Make appropriate comments between parties to check and clarify meaning. 4.4 Use communication strategies and language functions that support immediate communication.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills in a language other than English to:
  - establish and maintain rapport
  - conduct negotiations
  - provide oral summaries that support immediate communication
  - make presentations and use public speaking techniques
  - participate effectively in social, cultural and workplace activities.

Required knowledge

- social, cultural and business conventions relevant to the language being assessed, including:
  - colloquialisms
  - customs
  - dialect
  - forms of address
  - idiom
  - language conventions
  - protocols and taboos
- cross-cultural communication challenges that may occur when negotiating and solving problems, and how these may be addressed
- aspects of verbal and non-verbal communication that support fluent and unhindered communication in the language being assessed
- technical vocabulary required to support specific workplace activities.

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to:
	• conduct complex workplace oral communications in a language other than English (rare linguistic errors may occur):
	  • establish and maintain rapport during extended interactions, including social activities
	  • make presentations to groups of people
	  • conduct business negotiations
	  • use narrative and descriptive statements
	  • use repetition, clarification and paraphrasing techniques to clarify requirements ,solve problems and conflict and reassure others
	  • provide detailed information and advice in area of work activity
	  • use extended non-verbal communication skills effectively.

Context of and specific resources for assessment	Assessment must ensure use of:
	• a real or simulated workplace activity for which communication in languages other than English is required
	• other people with whom the individual can interact in the relevant language
	• resources that support communication in languages other than English:
	  • dictionaries and phrase books
	  • industry materials, such as menus, timetables and brochures written in languages other than English.

Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • oral assessment of conversational language use direct observation of the individual communicating in a language other than English • use of role play activities that simulate simultaneous language use and customer service activity

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- written or oral questioning to assess cultural knowledge and cross-cultural communication considerations
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- BSBCMM401A Make a presentation
- SITTGDE303 Lead tour groups
- SITTGDE304 Prepare and present tour commentaries or activities
- SITXMGT501 Establish and conduct business relationships.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Presentations may include:

- guiding or interpretive activities
- instructing and training
- presentations at conferences
- promotional activities
- providing complex information on products and services
- sales presentations.

Public speaking techniques may include:

- audience participation
- demonstrations and visual aids
- humour
- non-verbal communication.

Social and cultural activities may include:

- accompanying people to dinner
- conference activities
- meetings
- professional development activities
- tours
- trade fairs.

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Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

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SITXLAN3206 Conduct complex oral communication in a language other than English (French)

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to conduct complex, creative, routine and non-routine communication in a language other than English. This involves very fluent listening and speaking skills at a high level of complexity to conduct negotiations, make presentations, provide oral summaries in the workplace and participate in social and cultural activities.

The unit does not cover interpreting and translating skills, which are described in units of competency in the PSP04 Public Sector Training Package.

There is no direct parity with any formal language proficiency ratings or assessment framework, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 4 to 4+.

Application of the Unit

This unit applies to all industry contexts and individuals working in at many different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit may be customised for training delivery and assessment of proficiency in any language. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN3212 Conduct complex oral communication in a language other than English (Japanese).

SITXLAN3201	(Arabic)
SITXLAN3202	(Indonesian)
SITXLAN3203	(Cantonese)
SITXLAN3204	(Dutch)
SITXLAN3205	(Finnish)
SITXLAN3206	(French)
SITXLAN3207	(German)

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SITXLAN3208	(Greek)
SITXLAN3209	(Hindi)
SITXLAN3210	(Hungarian)
SITXLAN3211	(Italian)
SITXLAN3212	(Japanese)
SITXLAN3213	(Korean)
SITXLAN3214	(Malay)
SITXLAN3215	(Mandarin)
SITXLAN3216	(Polish)
SITXLAN3217	(Portuguese)
SITXLAN3218	(Russian)
SITXLAN3219	(Serbian)
SITXLAN3220	(Spanish)
SITXLAN3221	(Swedish)
SITXLAN3222	(Swiss German)
SITXLAN3223	(Taiwanese)
SITXLAN3224	(Thai)
SITXLAN3225	(Turkish)
SITXLAN3226	(Croatian)
SITXLAN3227	(Bosnian)
SITXLAN3228	(Australian Indigenous languages)
SITXLAN3229	(AUSLAN)

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Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Conduct negotiations.	1.1 Establish rapport by using appropriate courtesy protocols, establishing common ground and observing social, cultural and business conventions. 1.2 Provide explanations, information and supporting details relevant to negotiations. 1.3 Use an appropriate range of language functions for negotiations, including introducing formal talk, using turn taking skills, and agreeing and disagreeing tentatively. 1.4 Use appropriate intonation, voice tone and signalling expressions effectively. 1.5 Exchange and agree to information about the subject of the negotiation.
2. Deliver presentations.	2.1 Deliver ***presentations*** in a style that supports its objective and takes account of audience characteristics, occasion and venue. 2.2 Present information in a logical and concise manner using appropriate sequencing and linguistic linking. 2.3 Support presentations with relevant ***public speaking techniques***.
3. Participate in social and cultural	3.1 Use language and language functions appropriate to varied ***social and cultural activities***.

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activities.	3.2 Adapt and modify communication strategies and language functions as required.
4. Provide summaries of oral communication.	4.1 Recognise situations when the services of a professional interpreter are required, and arrange for assistance. 4.2 Convey the purpose and meaning of the original utterance. 4.3 Make appropriate comments between parties to check and clarify meaning. 4.4 Use communication strategies and language functions that support immediate communication.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills in a language other than English to:
  - establish and maintain rapport
  - conduct negotiations
  - provide oral summaries that support immediate communication
  - make presentations and use public speaking techniques
  - participate effectively in social, cultural and workplace activities.

Required knowledge

- social, cultural and business conventions relevant to the language being assessed, including:
  - colloquialisms
  - customs
  - dialect
  - forms of address
  - idiom
  - language conventions
  - protocols and taboos
- cross-cultural communication challenges that may occur when negotiating and solving problems, and how these may be addressed
- aspects of verbal and non-verbal communication that support fluent and unhindered communication in the language being assessed
- technical vocabulary required to support specific workplace activities.

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the ability to:

- conduct complex workplace oral communications in a language other than English (rare linguistic errors may occur):
  - establish and maintain rapport during extended interactions, including social activities
  - make presentations to groups of people
  - conduct business negotiations
  - use narrative and descriptive statements
  - use repetition, clarification and paraphrasing techniques to clarify requirements ,solve problems and conflict and reassure others
  - provide detailed information and advice in area of work activity
  - use extended non-verbal communication skills effectively.

Context of and specific resources for assessment

Assessment must ensure use of:

- a real or simulated workplace activity for which communication in languages other than English is required
- other people with whom the individual can interact in the relevant language
- resources that support communication in languages other than English:
  - dictionaries and phrase books
  - industry materials, such as menus, timetables and brochures written in languages other than English.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- oral assessment of conversational language use direct observation of the individual communicating in a language other than English
- use of role play activities that simulate simultaneous language use and customer service activity

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- written or oral questioning to assess cultural knowledge and cross-cultural communication considerations
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- BSBCMM401A Make a presentation
- SITTGDE303 Lead tour groups
- SITTGDE304 Prepare and present tour commentaries or activities
- SITXMGT501 Establish and conduct business relationships.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Presentations may include:

- guiding or interpretive activities
- instructing and training
- presentations at conferences
- promotional activities
- providing complex information on products and services
- sales presentations.

Public speaking techniques may include:

- audience participation
- demonstrations and visual aids
- humour
- non-verbal communication.

Social and cultural activities may include:

- accompanying people to dinner
- conference activities
- meetings
- professional development activities
- tours
- trade fairs.

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Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

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SITXLAN3207 Conduct complex oral communication in a language other than English (German)

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to conduct complex, creative, routine and non-routine communication in a language other than English. This involves very fluent listening and speaking skills at a high level of complexity to conduct negotiations, make presentations, provide oral summaries in the workplace and participate in social and cultural activities.

The unit does not cover interpreting and translating skills, which are described in units of competency in the PSP04 Public Sector Training Package.

There is no direct parity with any formal language proficiency ratings or assessment framework, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 4 to 4+.

Application of the Unit

This unit applies to all industry contexts and individuals working in at many different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit may be customised for training delivery and assessment of proficiency in any language. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN3212 Conduct complex oral communication in a language other than English (Japanese).

SITXLAN3201	(Arabic)
SITXLAN3202	(Indonesian)
SITXLAN3203	(Cantonese)
SITXLAN3204	(Dutch)
SITXLAN3205	(Finnish)
SITXLAN3206	(French)
SITXLAN3207	(German)

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SITXLAN3208	(Greek)
SITXLAN3209	(Hindi)
SITXLAN3210	(Hungarian)
SITXLAN3211	(Italian)
SITXLAN3212	(Japanese)
SITXLAN3213	(Korean)
SITXLAN3214	(Malay)
SITXLAN3215	(Mandarin)
SITXLAN3216	(Polish)
SITXLAN3217	(Portuguese)
SITXLAN3218	(Russian)
SITXLAN3219	(Serbian)
SITXLAN3220	(Spanish)
SITXLAN3221	(Swedish)
SITXLAN3222	(Swiss German)
SITXLAN3223	(Taiwanese)
SITXLAN3224	(Thai)
SITXLAN3225	(Turkish)
SITXLAN3226	(Croatian)
SITXLAN3227	(Bosnian)
SITXLAN3228	(Australian Indigenous languages)
SITXLAN3229	(AUSLAN)

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Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Conduct negotiations.	1.1 Establish rapport by using appropriate courtesy protocols, establishing common ground and observing social, cultural and business conventions. 1.2 Provide explanations, information and supporting details relevant to negotiations. 1.3 Use an appropriate range of language functions for negotiations, including introducing formal talk, using turn taking skills, and agreeing and disagreeing tentatively. 1.4 Use appropriate intonation, voice tone and signalling expressions effectively. 1.5 Exchange and agree to information about the subject of the negotiation.
2. Deliver presentations.	2.1 Deliver ***presentations*** in a style that supports its objective and takes account of audience characteristics, occasion and venue. 2.2 Present information in a logical and concise manner using appropriate sequencing and linguistic linking. 2.3 Support presentations with relevant ***public speaking techniques***.
3. Participate in social and cultural	3.1 Use language and language functions appropriate to varied ***social and cultural activities***.

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activities.	3.2 Adapt and modify communication strategies and language functions as required.
4. Provide summaries of oral communication.	4.1 Recognise situations when the services of a professional interpreter are required, and arrange for assistance. 4.2 Convey the purpose and meaning of the original utterance. 4.3 Make appropriate comments between parties to check and clarify meaning. 4.4 Use communication strategies and language functions that support immediate communication.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills in a language other than English to:
  - establish and maintain rapport
  - conduct negotiations
  - provide oral summaries that support immediate communication
  - make presentations and use public speaking techniques
  - participate effectively in social, cultural and workplace activities.

Required knowledge

- social, cultural and business conventions relevant to the language being assessed, including:
  - colloquialisms
  - customs
  - dialect
  - forms of address
  - idiom
  - language conventions
  - protocols and taboos
- cross-cultural communication challenges that may occur when negotiating and solving problems, and how these may be addressed
- aspects of verbal and non-verbal communication that support fluent and unhindered communication in the language being assessed
- technical vocabulary required to support specific workplace activities.

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the ability to:

- conduct complex workplace oral communications in a language other than English (rare linguistic errors may occur):
  - establish and maintain rapport during extended interactions, including social activities
  - make presentations to groups of people
  - conduct business negotiations
  - use narrative and descriptive statements
  - use repetition, clarification and paraphrasing techniques to clarify requirements ,solve problems and conflict and reassure others
  - provide detailed information and advice in area of work activity
  - use extended non-verbal communication skills effectively.

Context of and specific resources for assessment

Assessment must ensure use of:

- a real or simulated workplace activity for which communication in languages other than English is required
- other people with whom the individual can interact in the relevant language
- resources that support communication in languages other than English:
  - dictionaries and phrase books
  - industry materials, such as menus, timetables and brochures written in languages other than English.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- oral assessment of conversational language use direct observation of the individual communicating in a language other than English
- use of role play activities that simulate simultaneous language use and customer service activity

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- written or oral questioning to assess cultural knowledge and cross-cultural communication considerations
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- BSBCMM401A Make a presentation
- SITTGDE303 Lead tour groups
- SITTGDE304 Prepare and present tour commentaries or activities
- SITXMGT501 Establish and conduct business relationships.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Presentations may include:

- guiding or interpretive activities
- instructing and training
- presentations at conferences
- promotional activities
- providing complex information on products and services
- sales presentations.

Public speaking techniques may include:

- audience participation
- demonstrations and visual aids
- humour
- non-verbal communication.

Social and cultural activities may include:

- accompanying people to dinner
- conference activities
- meetings
- professional development activities
- tours
- trade fairs.

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Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

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SITXLAN3208 Conduct complex oral communication in a language other than English (Greek)

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to conduct complex, creative, routine and non-routine communication in a language other than English. This involves very fluent listening and speaking skills at a high level of complexity to conduct negotiations, make presentations, provide oral summaries in the workplace and participate in social and cultural activities.

The unit does not cover interpreting and translating skills, which are described in units of competency in the PSP04 Public Sector Training Package.

There is no direct parity with any formal language proficiency ratings or assessment framework, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 4 to 4+.

Application of the Unit

This unit applies to all industry contexts and individuals working in at many different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit may be customised for training delivery and assessment of proficiency in any language. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN3212 Conduct complex oral communication in a language other than English (Japanese).

SITXLAN3201	(Arabic)
SITXLAN3202	(Indonesian)
SITXLAN3203	(Cantonese)
SITXLAN3204	(Dutch)
SITXLAN3205	(Finnish)
SITXLAN3206	(French)
SITXLAN3207	(German)

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SITXLAN3208	(Greek)
SITXLAN3209	(Hindi)
SITXLAN3210	(Hungarian)
SITXLAN3211	(Italian)
SITXLAN3212	(Japanese)
SITXLAN3213	(Korean)
SITXLAN3214	(Malay)
SITXLAN3215	(Mandarin)
SITXLAN3216	(Polish)
SITXLAN3217	(Portuguese)
SITXLAN3218	(Russian)
SITXLAN3219	(Serbian)
SITXLAN3220	(Spanish)
SITXLAN3221	(Swedish)
SITXLAN3222	(Swiss German)
SITXLAN3223	(Taiwanese)
SITXLAN3224	(Thai)
SITXLAN3225	(Turkish)
SITXLAN3226	(Croatian)
SITXLAN3227	(Bosnian)
SITXLAN3228	(Australian Indigenous languages)
SITXLAN3229	(AUSLAN)

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Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Conduct negotiations.	1.1 Establish rapport by using appropriate courtesy protocols, establishing common ground and observing social, cultural and business conventions. 1.2 Provide explanations, information and supporting details relevant to negotiations. 1.3 Use an appropriate range of language functions for negotiations, including introducing formal talk, using turn taking skills, and agreeing and disagreeing tentatively. 1.4 Use appropriate intonation, voice tone and signalling expressions effectively. 1.5 Exchange and agree to information about the subject of the negotiation.
2. Deliver presentations.	2.1 Deliver ***presentations*** in a style that supports its objective and takes account of audience characteristics, occasion and venue. 2.2 Present information in a logical and concise manner using appropriate sequencing and linguistic linking. 2.3 Support presentations with relevant ***public speaking techniques***.
3. Participate in social and cultural	3.1 Use language and language functions appropriate to varied ***social and cultural activities***.

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activities.	3.2 Adapt and modify communication strategies and language functions as required.
4. Provide summaries of oral communication.	4.1 Recognise situations when the services of a professional interpreter are required, and arrange for assistance. 4.2 Convey the purpose and meaning of the original utterance. 4.3 Make appropriate comments between parties to check and clarify meaning. 4.4 Use communication strategies and language functions that support immediate communication.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills in a language other than English to:
  - establish and maintain rapport
  - conduct negotiations
  - provide oral summaries that support immediate communication
  - make presentations and use public speaking techniques
  - participate effectively in social, cultural and workplace activities.

Required knowledge

- social, cultural and business conventions relevant to the language being assessed, including:
  - colloquialisms
  - customs
  - dialect
  - forms of address
  - idiom
  - language conventions
  - protocols and taboos
- cross-cultural communication challenges that may occur when negotiating and solving problems, and how these may be addressed
- aspects of verbal and non-verbal communication that support fluent and unhindered communication in the language being assessed
- technical vocabulary required to support specific workplace activities.

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to:
	• conduct complex workplace oral communications in a language other than English (rare linguistic errors may occur):
	  • establish and maintain rapport during extended interactions, including social activities
	  • make presentations to groups of people
	  • conduct business negotiations
	  • use narrative and descriptive statements
	  • use repetition, clarification and paraphrasing techniques to clarify requirements ,solve problems and conflict and reassure others
	  • provide detailed information and advice in area of work activity
	  • use extended non-verbal communication skills effectively.

Context of and specific resources for assessment	Assessment must ensure use of:
	• a real or simulated workplace activity for which communication in languages other than English is required
	• other people with whom the individual can interact in the relevant language
	• resources that support communication in languages other than English:
	  • dictionaries and phrase books
	  • industry materials, such as menus, timetables and brochures written in languages other than English.

Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • oral assessment of conversational language use direct observation of the individual communicating in a language other than English • use of role play activities that simulate simultaneous language use and customer service activity

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- written or oral questioning to assess cultural knowledge and cross-cultural communication considerations
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- BSBCMM401A Make a presentation
- SITTGDE303 Lead tour groups
- SITTGDE304 Prepare and present tour commentaries or activities
- SITXMGT501 Establish and conduct business relationships.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Presentations may include:

- guiding or interpretive activities
- instructing and training
- presentations at conferences
- promotional activities
- providing complex information on products and services
- sales presentations.

Public speaking techniques may include:

- audience participation
- demonstrations and visual aids
- humour
- non-verbal communication.

Social and cultural activities may include:

- accompanying people to dinner
- conference activities
- meetings
- professional development activities
- tours
- trade fairs.

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Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

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SITXLAN3209 Conduct complex oral communication in a language other than English (Hindi)

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to conduct complex, creative, routine and non-routine communication in a language other than English. This involves very fluent listening and speaking skills at a high level of complexity to conduct negotiations, make presentations, provide oral summaries in the workplace and participate in social and cultural activities.

The unit does not cover interpreting and translating skills, which are described in units of competency in the PSP04 Public Sector Training Package.

There is no direct parity with any formal language proficiency ratings or assessment framework, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 4 to 4+.

Application of the Unit

This unit applies to all industry contexts and individuals working in at many different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit may be customised for training delivery and assessment of proficiency in any language. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN3212 Conduct complex oral communication in a language other than English (Japanese).

SITXLAN3201	(Arabic)
SITXLAN3202	(Indonesian)
SITXLAN3203	(Cantonese)
SITXLAN3204	(Dutch)
SITXLAN3205	(Finnish)
SITXLAN3206	(French)
SITXLAN3207	(German)

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SITXLAN3208	(Greek)
SITXLAN3209	(Hindi)
SITXLAN3210	(Hungarian)
SITXLAN3211	(Italian)
SITXLAN3212	(Japanese)
SITXLAN3213	(Korean)
SITXLAN3214	(Malay)
SITXLAN3215	(Mandarin)
SITXLAN3216	(Polish)
SITXLAN3217	(Portuguese)
SITXLAN3218	(Russian)
SITXLAN3219	(Serbian)
SITXLAN3220	(Spanish)
SITXLAN3221	(Swedish)
SITXLAN3222	(Swiss German)
SITXLAN3223	(Taiwanese)
SITXLAN3224	(Thai)
SITXLAN3225	(Turkish)
SITXLAN3226	(Croatian)
SITXLAN3227	(Bosnian)
SITXLAN3228	(Australian Indigenous languages)
SITXLAN3229	(AUSLAN)

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Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Conduct negotiations.	1.1 Establish rapport by using appropriate courtesy protocols, establishing common ground and observing social, cultural and business conventions. 1.2 Provide explanations, information and supporting details relevant to negotiations. 1.3 Use an appropriate range of language functions for negotiations, including introducing formal talk, using turn taking skills, and agreeing and disagreeing tentatively. 1.4 Use appropriate intonation, voice tone and signalling expressions effectively. 1.5 Exchange and agree to information about the subject of the negotiation.
2. Deliver presentations.	2.1 Deliver ***presentations*** in a style that supports its objective and takes account of audience characteristics, occasion and venue. 2.2 Present information in a logical and concise manner using appropriate sequencing and linguistic linking. 2.3 Support presentations with relevant ***public speaking techniques***.
3. Participate in social and cultural	3.1 Use language and language functions appropriate to varied ***social and cultural activities***.

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activities.	3.2 Adapt and modify communication strategies and language functions as required.
4. Provide summaries of oral communication.	4.1 Recognise situations when the services of a professional interpreter are required, and arrange for assistance. 4.2 Convey the purpose and meaning of the original utterance. 4.3 Make appropriate comments between parties to check and clarify meaning. 4.4 Use communication strategies and language functions that support immediate communication.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills in a language other than English to:
  - establish and maintain rapport
  - conduct negotiations
  - provide oral summaries that support immediate communication
  - make presentations and use public speaking techniques
  - participate effectively in social, cultural and workplace activities.

Required knowledge

- social, cultural and business conventions relevant to the language being assessed, including:
  - colloquialisms
  - customs
  - dialect
  - forms of address
  - idiom
  - language conventions
  - protocols and taboos
- cross-cultural communication challenges that may occur when negotiating and solving problems, and how these may be addressed
- aspects of verbal and non-verbal communication that support fluent and unhindered communication in the language being assessed
- technical vocabulary required to support specific workplace activities.

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the ability to:

- conduct complex workplace oral communications in a language other than English (rare linguistic errors may occur):
  - establish and maintain rapport during extended interactions, including social activities
  - make presentations to groups of people
  - conduct business negotiations
  - use narrative and descriptive statements
  - use repetition, clarification and paraphrasing techniques to clarify requirements ,solve problems and conflict and reassure others
  - provide detailed information and advice in area of work activity
  - use extended non-verbal communication skills effectively.

Context of and specific resources for assessment

Assessment must ensure use of:

- a real or simulated workplace activity for which communication in languages other than English is required
- other people with whom the individual can interact in the relevant language
- resources that support communication in languages other than English:
  - dictionaries and phrase books
  - industry materials, such as menus, timetables and brochures written in languages other than English.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- oral assessment of conversational language use direct observation of the individual communicating in a language other than English
- use of role play activities that simulate simultaneous language use and customer service activity

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- written or oral questioning to assess cultural knowledge and cross-cultural communication considerations
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- BSBCMM401A Make a presentation
- SITTGDE303 Lead tour groups
- SITTGDE304 Prepare and present tour commentaries or activities
- SITXMGT501 Establish and conduct business relationships.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Presentations may include:

- guiding or interpretive activities
- instructing and training
- presentations at conferences
- promotional activities
- providing complex information on products and services
- sales presentations.

Public speaking techniques may include:

- audience participation
- demonstrations and visual aids
- humour
- non-verbal communication.

Social and cultural activities may include:

- accompanying people to dinner
- conference activities
- meetings
- professional development activities
- tours
- trade fairs.

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Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

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SITXLAN3210 Conduct complex oral communication in a language other than English (Hungarian)

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to conduct complex, creative, routine and non-routine communication in a language other than English. This involves very fluent listening and speaking skills at a high level of complexity to conduct negotiations, make presentations, provide oral summaries in the workplace and participate in social and cultural activities.

The unit does not cover interpreting and translating skills, which are described in units of competency in the PSP04 Public Sector Training Package.

There is no direct parity with any formal language proficiency ratings or assessment framework, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 4 to 4+.

Application of the Unit

This unit applies to all industry contexts and individuals working in at many different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit may be customised for training delivery and assessment of proficiency in any language. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN3212 Conduct complex oral communication in a language other than English (Japanese).

SITXLAN3201	(Arabic)
SITXLAN3202	(Indonesian)
SITXLAN3203	(Cantonese)
SITXLAN3204	(Dutch)
SITXLAN3205	(Finnish)
SITXLAN3206	(French)
SITXLAN3207	(German)

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SITXLAN3208	(Greek)
SITXLAN3209	(Hindi)
SITXLAN3210	(Hungarian)
SITXLAN3211	(Italian)
SITXLAN3212	(Japanese)
SITXLAN3213	(Korean)
SITXLAN3214	(Malay)
SITXLAN3215	(Mandarin)
SITXLAN3216	(Polish)
SITXLAN3217	(Portuguese)
SITXLAN3218	(Russian)
SITXLAN3219	(Serbian)
SITXLAN3220	(Spanish)
SITXLAN3221	(Swedish)
SITXLAN3222	(Swiss German)
SITXLAN3223	(Taiwanese)
SITXLAN3224	(Thai)
SITXLAN3225	(Turkish)
SITXLAN3226	(Croatian)
SITXLAN3227	(Bosnian)
SITXLAN3228	(Australian Indigenous languages)
SITXLAN3229	(AUSLAN)

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Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Conduct negotiations.	1.1 Establish rapport by using appropriate courtesy protocols, establishing common ground and observing social, cultural and business conventions. 1.2 Provide explanations, information and supporting details relevant to negotiations. 1.3 Use an appropriate range of language functions for negotiations, including introducing formal talk, using turn taking skills, and agreeing and disagreeing tentatively. 1.4 Use appropriate intonation, voice tone and signalling expressions effectively. 1.5 Exchange and agree to information about the subject of the negotiation.
2. Deliver presentations.	2.1 Deliver ***presentations*** in a style that supports its objective and takes account of audience characteristics, occasion and venue. 2.2 Present information in a logical and concise manner using appropriate sequencing and linguistic linking. 2.3 Support presentations with relevant ***public speaking techniques***.
3. Participate in social and cultural	3.1 Use language and language functions appropriate to varied ***social and cultural activities***.

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activities.	3.2 Adapt and modify communication strategies and language functions as required.
4. Provide summaries of oral communication.	4.1 Recognise situations when the services of a professional interpreter are required, and arrange for assistance. 4.2 Convey the purpose and meaning of the original utterance. 4.3 Make appropriate comments between parties to check and clarify meaning. 4.4 Use communication strategies and language functions that support immediate communication.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills in a language other than English to:
  - establish and maintain rapport
  - conduct negotiations
  - provide oral summaries that support immediate communication
  - make presentations and use public speaking techniques
  - participate effectively in social, cultural and workplace activities.

Required knowledge

- social, cultural and business conventions relevant to the language being assessed, including:
  - colloquialisms
  - customs
  - dialect
  - forms of address
  - idiom
  - language conventions
  - protocols and taboos
- cross-cultural communication challenges that may occur when negotiating and solving problems, and how these may be addressed
- aspects of verbal and non-verbal communication that support fluent and unhindered communication in the language being assessed
- technical vocabulary required to support specific workplace activities.

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the ability to:

- conduct complex workplace oral communications in a language other than English (rare linguistic errors may occur):
  - establish and maintain rapport during extended interactions, including social activities
  - make presentations to groups of people
  - conduct business negotiations
  - use narrative and descriptive statements
  - use repetition, clarification and paraphrasing techniques to clarify requirements ,solve problems and conflict and reassure others
  - provide detailed information and advice in area of work activity
  - use extended non-verbal communication skills effectively.

Context of and specific resources for assessment

Assessment must ensure use of:

- a real or simulated workplace activity for which communication in languages other than English is required
- other people with whom the individual can interact in the relevant language
- resources that support communication in languages other than English:
  - dictionaries and phrase books
  - industry materials, such as menus, timetables and brochures written in languages other than English.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- oral assessment of conversational language use direct observation of the individual communicating in a language other than English
- use of role play activities that simulate simultaneous language use and customer service activity

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- written or oral questioning to assess cultural knowledge and cross-cultural communication considerations
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- BSBCMM401A Make a presentation
- SITTGDE303 Lead tour groups
- SITTGDE304 Prepare and present tour commentaries or activities
- SITXMGT501 Establish and conduct business relationships.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Presentations may include:

- guiding or interpretive activities
- instructing and training
- presentations at conferences
- promotional activities
- providing complex information on products and services
- sales presentations.

Public speaking techniques may include:

- audience participation
- demonstrations and visual aids
- humour
- non-verbal communication.

Social and cultural activities may include:

- accompanying people to dinner
- conference activities
- meetings
- professional development activities
- tours
- trade fairs.

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Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

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SITXLAN3211 Conduct complex oral communication in a language other than English (Italian)

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to conduct complex, creative, routine and non-routine communication in a language other than English. This involves very fluent listening and speaking skills at a high level of complexity to conduct negotiations, make presentations, provide oral summaries in the workplace and participate in social and cultural activities.

The unit does not cover interpreting and translating skills, which are described in units of competency in the PSP04 Public Sector Training Package.

There is no direct parity with any formal language proficiency ratings or assessment framework, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 4 to 4+.

Application of the Unit

This unit applies to all industry contexts and individuals working in at many different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit may be customised for training delivery and assessment of proficiency in any language. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN3212 Conduct complex oral communication in a language other than English (Japanese).

SITXLAN3201	(Arabic)
SITXLAN3202	(Indonesian)
SITXLAN3203	(Cantonese)
SITXLAN3204	(Dutch)
SITXLAN3205	(Finnish)
SITXLAN3206	(French)
SITXLAN3207	(German)

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SITXLAN3208	(Greek)
SITXLAN3209	(Hindi)
SITXLAN3210	(Hungarian)
SITXLAN3211	(Italian)
SITXLAN3212	(Japanese)
SITXLAN3213	(Korean)
SITXLAN3214	(Malay)
SITXLAN3215	(Mandarin)
SITXLAN3216	(Polish)
SITXLAN3217	(Portuguese)
SITXLAN3218	(Russian)
SITXLAN3219	(Serbian)
SITXLAN3220	(Spanish)
SITXLAN3221	(Swedish)
SITXLAN3222	(Swiss German)
SITXLAN3223	(Taiwanese)
SITXLAN3224	(Thai)
SITXLAN3225	(Turkish)
SITXLAN3226	(Croatian)
SITXLAN3227	(Bosnian)
SITXLAN3228	(Australian Indigenous languages)
SITXLAN3229	(AUSLAN)

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Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Conduct negotiations.	1.1 Establish rapport by using appropriate courtesy protocols, establishing common ground and observing social, cultural and business conventions. 1.2 Provide explanations, information and supporting details relevant to negotiations. 1.3 Use an appropriate range of language functions for negotiations, including introducing formal talk, using turn taking skills, and agreeing and disagreeing tentatively. 1.4 Use appropriate intonation, voice tone and signalling expressions effectively. 1.5 Exchange and agree to information about the subject of the negotiation.
2. Deliver presentations.	2.1 Deliver ***presentations*** in a style that supports its objective and takes account of audience characteristics, occasion and venue. 2.2 Present information in a logical and concise manner using appropriate sequencing and linguistic linking. 2.3 Support presentations with relevant ***public speaking techniques***.
3. Participate in social and cultural	3.1 Use language and language functions appropriate to varied ***social and cultural activities***.

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activities.	3.2 Adapt and modify communication strategies and language functions as required.
4. Provide summaries of oral communication.	4.1 Recognise situations when the services of a professional interpreter are required, and arrange for assistance. 4.2 Convey the purpose and meaning of the original utterance. 4.3 Make appropriate comments between parties to check and clarify meaning. 4.4 Use communication strategies and language functions that support immediate communication.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills in a language other than English to:
  - establish and maintain rapport
  - conduct negotiations
  - provide oral summaries that support immediate communication
  - make presentations and use public speaking techniques
  - participate effectively in social, cultural and workplace activities.

Required knowledge

- social, cultural and business conventions relevant to the language being assessed, including:
  - colloquialisms
  - customs
  - dialect
  - forms of address
  - idiom
  - language conventions
  - protocols and taboos
- cross-cultural communication challenges that may occur when negotiating and solving problems, and how these may be addressed
- aspects of verbal and non-verbal communication that support fluent and unhindered communication in the language being assessed
- technical vocabulary required to support specific workplace activities.

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the ability to:

- conduct complex workplace oral communications in a language other than English (rare linguistic errors may occur):
  - establish and maintain rapport during extended interactions, including social activities
  - make presentations to groups of people
  - conduct business negotiations
  - use narrative and descriptive statements
  - use repetition, clarification and paraphrasing techniques to clarify requirements ,solve problems and conflict and reassure others
  - provide detailed information and advice in area of work activity
  - use extended non-verbal communication skills effectively.

Context of and specific resources for assessment

Assessment must ensure use of:

- a real or simulated workplace activity for which communication in languages other than English is required
- other people with whom the individual can interact in the relevant language
- resources that support communication in languages other than English:
  - dictionaries and phrase books
  - industry materials, such as menus, timetables and brochures written in languages other than English.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- oral assessment of conversational language use direct observation of the individual communicating in a language other than English
- use of role play activities that simulate simultaneous language use and customer service activity

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- written or oral questioning to assess cultural knowledge and cross-cultural communication considerations
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- BSBCMM401A Make a presentation
- SITTGDE303 Lead tour groups
- SITTGDE304 Prepare and present tour commentaries or activities
- SITXMGT501 Establish and conduct business relationships.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Presentations may include:

- guiding or interpretive activities
- instructing and training
- presentations at conferences
- promotional activities
- providing complex information on products and services
- sales presentations.

Public speaking techniques may include:

- audience participation
- demonstrations and visual aids
- humour
- non-verbal communication.

Social and cultural activities may include:

- accompanying people to dinner
- conference activities
- meetings
- professional development activities
- tours
- trade fairs.

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Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

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SITXLAN3212 Conduct complex oral communication in a language other than English (Japanese)

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to conduct complex, creative, routine and non-routine communication in a language other than English. This involves very fluent listening and speaking skills at a high level of complexity to conduct negotiations, make presentations, provide oral summaries in the workplace and participate in social and cultural activities.

The unit does not cover interpreting and translating skills, which are described in units of competency in the PSP04 Public Sector Training Package.

There is no direct parity with any formal language proficiency ratings or assessment framework, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 4 to 4+.

Application of the Unit

This unit applies to all industry contexts and individuals working in at many different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit may be customised for training delivery and assessment of proficiency in any language. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN3212 Conduct complex oral communication in a language other than English (Japanese).

SITXLAN3201	(Arabic)
SITXLAN3202	(Indonesian)
SITXLAN3203	(Cantonese)
SITXLAN3204	(Dutch)
SITXLAN3205	(Finnish)
SITXLAN3206	(French)
SITXLAN3207	(German)

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SITXLAN3208	(Greek)
SITXLAN3209	(Hindi)
SITXLAN3210	(Hungarian)
SITXLAN3211	(Italian)
SITXLAN3212	(Japanese)
SITXLAN3213	(Korean)
SITXLAN3214	(Malay)
SITXLAN3215	(Mandarin)
SITXLAN3216	(Polish)
SITXLAN3217	(Portuguese)
SITXLAN3218	(Russian)
SITXLAN3219	(Serbian)
SITXLAN3220	(Spanish)
SITXLAN3221	(Swedish)
SITXLAN3222	(Swiss German)
SITXLAN3223	(Taiwanese)
SITXLAN3224	(Thai)
SITXLAN3225	(Turkish)
SITXLAN3226	(Croatian)
SITXLAN3227	(Bosnian)
SITXLAN3228	(Australian Indigenous languages)
SITXLAN3229	(AUSLAN)

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Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Conduct negotiations.	1.1 Establish rapport by using appropriate courtesy protocols, establishing common ground and observing social, cultural and business conventions. 1.2 Provide explanations, information and supporting details relevant to negotiations. 1.3 Use an appropriate range of language functions for negotiations, including introducing formal talk, using turn taking skills, and agreeing and disagreeing tentatively. 1.4 Use appropriate intonation, voice tone and signalling expressions effectively. 1.5 Exchange and agree to information about the subject of the negotiation.
2. Deliver presentations.	2.1 Deliver ***presentations*** in a style that supports its objective and takes account of audience characteristics, occasion and venue. 2.2 Present information in a logical and concise manner using appropriate sequencing and linguistic linking. 2.3 Support presentations with relevant ***public speaking techniques***.
3. Participate in social and cultural	3.1 Use language and language functions appropriate to varied ***social and cultural activities***.

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activities.	3.2 Adapt and modify communication strategies and language functions as required.
4. Provide summaries of oral communication.	4.1 Recognise situations when the services of a professional interpreter are required, and arrange for assistance. 4.2 Convey the purpose and meaning of the original utterance. 4.3 Make appropriate comments between parties to check and clarify meaning. 4.4 Use communication strategies and language functions that support immediate communication.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills in a language other than English to:
  - establish and maintain rapport
  - conduct negotiations
  - provide oral summaries that support immediate communication
  - make presentations and use public speaking techniques
  - participate effectively in social, cultural and workplace activities.

Required knowledge

- social, cultural and business conventions relevant to the language being assessed, including:
  - colloquialisms
  - customs
  - dialect
  - forms of address
  - idiom
  - language conventions
  - protocols and taboos
- cross-cultural communication challenges that may occur when negotiating and solving problems, and how these may be addressed
- aspects of verbal and non-verbal communication that support fluent and unhindered communication in the language being assessed
- technical vocabulary required to support specific workplace activities.

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the ability to:

- conduct complex workplace oral communications in a language other than English (rare linguistic errors may occur):
  - establish and maintain rapport during extended interactions, including social activities
  - make presentations to groups of people
  - conduct business negotiations
  - use narrative and descriptive statements
  - use repetition, clarification and paraphrasing techniques to clarify requirements ,solve problems and conflict and reassure others
  - provide detailed information and advice in area of work activity
  - use extended non-verbal communication skills effectively.

Context of and specific resources for assessment

Assessment must ensure use of:

- a real or simulated workplace activity for which communication in languages other than English is required
- other people with whom the individual can interact in the relevant language
- resources that support communication in languages other than English:
  - dictionaries and phrase books
  - industry materials, such as menus, timetables and brochures written in languages other than English.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- oral assessment of conversational language use direct observation of the individual communicating in a language other than English
- use of role play activities that simulate simultaneous language use and customer service activity

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- written or oral questioning to assess cultural knowledge and cross-cultural communication considerations
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- BSBCMM401A Make a presentation
- SITTGDE303 Lead tour groups
- SITTGDE304 Prepare and present tour commentaries or activities
- SITXMGT501 Establish and conduct business relationships.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Presentations may include:

- guiding or interpretive activities
- instructing and training
- presentations at conferences
- promotional activities
- providing complex information on products and services
- sales presentations.

Public speaking techniques may include:

- audience participation
- demonstrations and visual aids
- humour
- non-verbal communication.

Social and cultural activities may include:

- accompanying people to dinner
- conference activities
- meetings
- professional development activities
- tours
- trade fairs.

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Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

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SITXLAN3213 Conduct complex oral communication in a language other than English (Korean)

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to conduct complex, creative, routine and non-routine communication in a language other than English. This involves very fluent listening and speaking skills at a high level of complexity to conduct negotiations, make presentations, provide oral summaries in the workplace and participate in social and cultural activities.

The unit does not cover interpreting and translating skills, which are described in units of competency in the PSP04 Public Sector Training Package.

There is no direct parity with any formal language proficiency ratings or assessment framework, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 4 to 4+.

Application of the Unit

This unit applies to all industry contexts and individuals working in at many different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit may be customised for training delivery and assessment of proficiency in any language. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN3212 Conduct complex oral communication in a language other than English (Japanese).

SITXLAN3201	(Arabic)
SITXLAN3202	(Indonesian)
SITXLAN3203	(Cantonese)
SITXLAN3204	(Dutch)
SITXLAN3205	(Finnish)
SITXLAN3206	(French)
SITXLAN3207	(German)

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SITXLAN3208	(Greek)
SITXLAN3209	(Hindi)
SITXLAN3210	(Hungarian)
SITXLAN3211	(Italian)
SITXLAN3212	(Japanese)
SITXLAN3213	(Korean)
SITXLAN3214	(Malay)
SITXLAN3215	(Mandarin)
SITXLAN3216	(Polish)
SITXLAN3217	(Portuguese)
SITXLAN3218	(Russian)
SITXLAN3219	(Serbian)
SITXLAN3220	(Spanish)
SITXLAN3221	(Swedish)
SITXLAN3222	(Swiss German)
SITXLAN3223	(Taiwanese)
SITXLAN3224	(Thai)
SITXLAN3225	(Turkish)
SITXLAN3226	(Croatian)
SITXLAN3227	(Bosnian)
SITXLAN3228	(Australian Indigenous languages)
SITXLAN3229	(AUSLAN)

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Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Conduct negotiations.	1.1 Establish rapport by using appropriate courtesy protocols, establishing common ground and observing social, cultural and business conventions. 1.2 Provide explanations, information and supporting details relevant to negotiations. 1.3 Use an appropriate range of language functions for negotiations, including introducing formal talk, using turn taking skills, and agreeing and disagreeing tentatively. 1.4 Use appropriate intonation, voice tone and signalling expressions effectively. 1.5 Exchange and agree to information about the subject of the negotiation.
2. Deliver presentations.	2.1 Deliver ***presentations*** in a style that supports its objective and takes account of audience characteristics, occasion and venue. 2.2 Present information in a logical and concise manner using appropriate sequencing and linguistic linking. 2.3 Support presentations with relevant ***public speaking techniques***.
3. Participate in social and cultural	3.1 Use language and language functions appropriate to varied ***social and cultural activities***.

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activities.	3.2 Adapt and modify communication strategies and language functions as required.
4. Provide summaries of oral communication.	4.1 Recognise situations when the services of a professional interpreter are required, and arrange for assistance. 4.2 Convey the purpose and meaning of the original utterance. 4.3 Make appropriate comments between parties to check and clarify meaning. 4.4 Use communication strategies and language functions that support immediate communication.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills in a language other than English to:
  - establish and maintain rapport
  - conduct negotiations
  - provide oral summaries that support immediate communication
  - make presentations and use public speaking techniques
  - participate effectively in social, cultural and workplace activities.

Required knowledge

- social, cultural and business conventions relevant to the language being assessed, including:
  - colloquialisms
  - customs
  - dialect
  - forms of address
  - idiom
  - language conventions
  - protocols and taboos
- cross-cultural communication challenges that may occur when negotiating and solving problems, and how these may be addressed
- aspects of verbal and non-verbal communication that support fluent and unhindered communication in the language being assessed
- technical vocabulary required to support specific workplace activities.

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to:
	• conduct complex workplace oral communications in a language other than English (rare linguistic errors may occur):
	  • establish and maintain rapport during extended interactions, including social activities
	  • make presentations to groups of people
	  • conduct business negotiations
	  • use narrative and descriptive statements
	  • use repetition, clarification and paraphrasing techniques to clarify requirements ,solve problems and conflict and reassure others
	  • provide detailed information and advice in area of work activity
	  • use extended non-verbal communication skills effectively.

Context of and specific resources for assessment	Assessment must ensure use of:
	• a real or simulated workplace activity for which communication in languages other than English is required
	• other people with whom the individual can interact in the relevant language
	• resources that support communication in languages other than English:
	  • dictionaries and phrase books
	  • industry materials, such as menus, timetables and brochures written in languages other than English.

Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • oral assessment of conversational language use direct observation of the individual communicating in a language other than English • use of role play activities that simulate simultaneous language use and customer service activity

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- written or oral questioning to assess cultural knowledge and cross-cultural communication considerations
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- BSBCMM401A Make a presentation
- SITTGDE303 Lead tour groups
- SITTGDE304 Prepare and present tour commentaries or activities
- SITXMGT501 Establish and conduct business relationships.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Presentations may include:

- guiding or interpretive activities
- instructing and training
- presentations at conferences
- promotional activities
- providing complex information on products and services
- sales presentations.

Public speaking techniques may include:

- audience participation
- demonstrations and visual aids
- humour
- non-verbal communication.

Social and cultural activities may include:

- accompanying people to dinner
- conference activities
- meetings
- professional development activities
- tours
- trade fairs.

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Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

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SITXLAN3214 Conduct complex oral communication in a language other than English (Malay)

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to conduct complex, creative, routine and non-routine communication in a language other than English. This involves very fluent listening and speaking skills at a high level of complexity to conduct negotiations, make presentations, provide oral summaries in the workplace and participate in social and cultural activities.

The unit does not cover interpreting and translating skills, which are described in units of competency in the PSP04 Public Sector Training Package.

There is no direct parity with any formal language proficiency ratings or assessment framework, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 4 to 4+.

Application of the Unit

This unit applies to all industry contexts and individuals working in at many different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit may be customised for training delivery and assessment of proficiency in any language. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN3212 Conduct complex oral communication in a language other than English (Japanese).

SITXLAN3201	(Arabic)
SITXLAN3202	(Indonesian)
SITXLAN3203	(Cantonese)
SITXLAN3204	(Dutch)
SITXLAN3205	(Finnish)
SITXLAN3206	(French)
SITXLAN3207	(German)

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SITXLAN3208	(Greek)
SITXLAN3209	(Hindi)
SITXLAN3210	(Hungarian)
SITXLAN3211	(Italian)
SITXLAN3212	(Japanese)
SITXLAN3213	(Korean)
SITXLAN3214	(Malay)
SITXLAN3215	(Mandarin)
SITXLAN3216	(Polish)
SITXLAN3217	(Portuguese)
SITXLAN3218	(Russian)
SITXLAN3219	(Serbian)
SITXLAN3220	(Spanish)
SITXLAN3221	(Swedish)
SITXLAN3222	(Swiss German)
SITXLAN3223	(Taiwanese)
SITXLAN3224	(Thai)
SITXLAN3225	(Turkish)
SITXLAN3226	(Croatian)
SITXLAN3227	(Bosnian)
SITXLAN3228	(Australian Indigenous languages)
SITXLAN3229	(AUSLAN)

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Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Conduct negotiations.	1.1 Establish rapport by using appropriate courtesy protocols, establishing common ground and observing social, cultural and business conventions. 1.2 Provide explanations, information and supporting details relevant to negotiations. 1.3 Use an appropriate range of language functions for negotiations, including introducing formal talk, using turn taking skills, and agreeing and disagreeing tentatively. 1.4 Use appropriate intonation, voice tone and signalling expressions effectively. 1.5 Exchange and agree to information about the subject of the negotiation.
2. Deliver presentations.	2.1 Deliver ***presentations*** in a style that supports its objective and takes account of audience characteristics, occasion and venue. 2.2 Present information in a logical and concise manner using appropriate sequencing and linguistic linking. 2.3 Support presentations with relevant ***public speaking techniques***.
3. Participate in social and cultural	3.1 Use language and language functions appropriate to varied ***social and cultural activities***.

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activities.	3.2 Adapt and modify communication strategies and language functions as required.
4. Provide summaries of oral communication.	4.1 Recognise situations when the services of a professional interpreter are required, and arrange for assistance. 4.2 Convey the purpose and meaning of the original utterance. 4.3 Make appropriate comments between parties to check and clarify meaning. 4.4 Use communication strategies and language functions that support immediate communication.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills in a language other than English to:
  - establish and maintain rapport
  - conduct negotiations
  - provide oral summaries that support immediate communication
  - make presentations and use public speaking techniques
  - participate effectively in social, cultural and workplace activities.

Required knowledge

- social, cultural and business conventions relevant to the language being assessed, including:
  - colloquialisms
  - customs
  - dialect
  - forms of address
  - idiom
  - language conventions
  - protocols and taboos
- cross-cultural communication challenges that may occur when negotiating and solving problems, and how these may be addressed
- aspects of verbal and non-verbal communication that support fluent and unhindered communication in the language being assessed
- technical vocabulary required to support specific workplace activities.

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to:
	• conduct complex workplace oral communications in a language other than English (rare linguistic errors may occur):
	  • establish and maintain rapport during extended interactions, including social activities
	  • make presentations to groups of people
	  • conduct business negotiations
	  • use narrative and descriptive statements
	  • use repetition, clarification and paraphrasing techniques to clarify requirements ,solve problems and conflict and reassure others
	  • provide detailed information and advice in area of work activity
	  • use extended non-verbal communication skills effectively.

Context of and specific resources for assessment	Assessment must ensure use of:
	• a real or simulated workplace activity for which communication in languages other than English is required
	• other people with whom the individual can interact in the relevant language
	• resources that support communication in languages other than English:
	  • dictionaries and phrase books
	  • industry materials, such as menus, timetables and brochures written in languages other than English.

Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • oral assessment of conversational language use direct observation of the individual communicating in a language other than English • use of role play activities that simulate simultaneous language use and customer service activity

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- written or oral questioning to assess cultural knowledge and cross-cultural communication considerations
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- BSBCMM401A Make a presentation
- SITTGDE303 Lead tour groups
- SITTGDE304 Prepare and present tour commentaries or activities
- SITXMGT501 Establish and conduct business relationships.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Presentations may include:

- guiding or interpretive activities
- instructing and training
- presentations at conferences
- promotional activities
- providing complex information on products and services
- sales presentations.

Public speaking techniques may include:

- audience participation
- demonstrations and visual aids
- humour
- non-verbal communication.

Social and cultural activities may include:

- accompanying people to dinner
- conference activities
- meetings
- professional development activities
- tours
- trade fairs.

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Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

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SITXLAN3215 Conduct complex oral communication in a language other than English (Mandarin)

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to conduct complex, creative, routine and non-routine communication in a language other than English. This involves very fluent listening and speaking skills at a high level of complexity to conduct negotiations, make presentations, provide oral summaries in the workplace and participate in social and cultural activities.

The unit does not cover interpreting and translating skills, which are described in units of competency in the PSP04 Public Sector Training Package.

There is no direct parity with any formal language proficiency ratings or assessment framework, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 4 to 4+.

Application of the Unit

This unit applies to all industry contexts and individuals working in at many different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit may be customised for training delivery and assessment of proficiency in any language. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN3212 Conduct complex oral communication in a language other than English (Japanese).

SITXLAN3201	(Arabic)
SITXLAN3202	(Indonesian)
SITXLAN3203	(Cantonese)
SITXLAN3204	(Dutch)
SITXLAN3205	(Finnish)
SITXLAN3206	(French)
SITXLAN3207	(German)

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SITXLAN3208	(Greek)
SITXLAN3209	(Hindi)
SITXLAN3210	(Hungarian)
SITXLAN3211	(Italian)
SITXLAN3212	(Japanese)
SITXLAN3213	(Korean)
SITXLAN3214	(Malay)
SITXLAN3215	(Mandarin)
SITXLAN3216	(Polish)
SITXLAN3217	(Portuguese)
SITXLAN3218	(Russian)
SITXLAN3219	(Serbian)
SITXLAN3220	(Spanish)
SITXLAN3221	(Swedish)
SITXLAN3222	(Swiss German)
SITXLAN3223	(Taiwanese)
SITXLAN3224	(Thai)
SITXLAN3225	(Turkish)
SITXLAN3226	(Croatian)
SITXLAN3227	(Bosnian)
SITXLAN3228	(Australian Indigenous languages)
SITXLAN3229	(AUSLAN)

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Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Conduct negotiations.	1.1 Establish rapport by using appropriate courtesy protocols, establishing common ground and observing social, cultural and business conventions. 1.2 Provide explanations, information and supporting details relevant to negotiations. 1.3 Use an appropriate range of language functions for negotiations, including introducing formal talk, using turn taking skills, and agreeing and disagreeing tentatively. 1.4 Use appropriate intonation, voice tone and signalling expressions effectively. 1.5 Exchange and agree to information about the subject of the negotiation.
2. Deliver presentations.	2.1 Deliver ***presentations*** in a style that supports its objective and takes account of audience characteristics, occasion and venue. 2.2 Present information in a logical and concise manner using appropriate sequencing and linguistic linking. 2.3 Support presentations with relevant ***public speaking techniques***.
3. Participate in social and cultural	3.1 Use language and language functions appropriate to varied ***social and cultural activities***.

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activities.	3.2 Adapt and modify communication strategies and language functions as required.
4. Provide summaries of oral communication.	4.1 Recognise situations when the services of a professional interpreter are required, and arrange for assistance. 4.2 Convey the purpose and meaning of the original utterance. 4.3 Make appropriate comments between parties to check and clarify meaning. 4.4 Use communication strategies and language functions that support immediate communication.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills in a language other than English to:
  - establish and maintain rapport
  - conduct negotiations
  - provide oral summaries that support immediate communication
  - make presentations and use public speaking techniques
  - participate effectively in social, cultural and workplace activities.

Required knowledge

- social, cultural and business conventions relevant to the language being assessed, including:
  - colloquialisms
  - customs
  - dialect
  - forms of address
  - idiom
  - language conventions
  - protocols and taboos
- cross-cultural communication challenges that may occur when negotiating and solving problems, and how these may be addressed
- aspects of verbal and non-verbal communication that support fluent and unhindered communication in the language being assessed
- technical vocabulary required to support specific workplace activities.

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to:
	• conduct complex workplace oral communications in a language other than English (rare linguistic errors may occur):
	  • establish and maintain rapport during extended interactions, including social activities
	  • make presentations to groups of people
	  • conduct business negotiations
	  • use narrative and descriptive statements
	  • use repetition, clarification and paraphrasing techniques to clarify requirements ,solve problems and conflict and reassure others
	  • provide detailed information and advice in area of work activity
	  • use extended non-verbal communication skills effectively.

Context of and specific resources for assessment	Assessment must ensure use of:
	• a real or simulated workplace activity for which communication in languages other than English is required
	• other people with whom the individual can interact in the relevant language
	• resources that support communication in languages other than English:
	  • dictionaries and phrase books
	  • industry materials, such as menus, timetables and brochures written in languages other than English.

Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • oral assessment of conversational language use direct observation of the individual communicating in a language other than English • use of role play activities that simulate simultaneous language use and customer service activity

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- written or oral questioning to assess cultural knowledge and cross-cultural communication considerations
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- BSBCMM401A Make a presentation
- SITTGDE303 Lead tour groups
- SITTGDE304 Prepare and present tour commentaries or activities
- SITXMGT501 Establish and conduct business relationships.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Presentations may include:

- guiding or interpretive activities
- instructing and training
- presentations at conferences
- promotional activities
- providing complex information on products and services
- sales presentations.

Public speaking techniques may include:

- audience participation
- demonstrations and visual aids
- humour
- non-verbal communication.

Social and cultural activities may include:

- accompanying people to dinner
- conference activities
- meetings
- professional development activities
- tours
- trade fairs.

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Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

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SITXLAN3216 Conduct complex oral communication in a language other than English (Polish)

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to conduct complex, creative, routine and non-routine communication in a language other than English. This involves very fluent listening and speaking skills at a high level of complexity to conduct negotiations, make presentations, provide oral summaries in the workplace and participate in social and cultural activities.

The unit does not cover interpreting and translating skills, which are described in units of competency in the PSP04 Public Sector Training Package.

There is no direct parity with any formal language proficiency ratings or assessment framework, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 4 to 4+.

Application of the Unit

This unit applies to all industry contexts and individuals working in at many different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit may be customised for training delivery and assessment of proficiency in any language. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN3212 Conduct complex oral communication in a language other than English (Japanese).

SITXLAN3201	(Arabic)
SITXLAN3202	(Indonesian)
SITXLAN3203	(Cantonese)
SITXLAN3204	(Dutch)
SITXLAN3205	(Finnish)
SITXLAN3206	(French)
SITXLAN3207	(German)

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SITXLAN3208	(Greek)
SITXLAN3209	(Hindi)
SITXLAN3210	(Hungarian)
SITXLAN3211	(Italian)
SITXLAN3212	(Japanese)
SITXLAN3213	(Korean)
SITXLAN3214	(Malay)
SITXLAN3215	(Mandarin)
SITXLAN3216	(Polish)
SITXLAN3217	(Portuguese)
SITXLAN3218	(Russian)
SITXLAN3219	(Serbian)
SITXLAN3220	(Spanish)
SITXLAN3221	(Swedish)
SITXLAN3222	(Swiss German)
SITXLAN3223	(Taiwanese)
SITXLAN3224	(Thai)
SITXLAN3225	(Turkish)
SITXLAN3226	(Croatian)
SITXLAN3227	(Bosnian)
SITXLAN3228	(Australian Indigenous languages)
SITXLAN3229	(AUSLAN)

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Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Conduct negotiations.	1.1 Establish rapport by using appropriate courtesy protocols, establishing common ground and observing social, cultural and business conventions. 1.2 Provide explanations, information and supporting details relevant to negotiations. 1.3 Use an appropriate range of language functions for negotiations, including introducing formal talk, using turn taking skills, and agreeing and disagreeing tentatively. 1.4 Use appropriate intonation, voice tone and signalling expressions effectively. 1.5 Exchange and agree to information about the subject of the negotiation.
2. Deliver presentations.	2.1 Deliver ***presentations*** in a style that supports its objective and takes account of audience characteristics, occasion and venue. 2.2 Present information in a logical and concise manner using appropriate sequencing and linguistic linking. 2.3 Support presentations with relevant ***public speaking techniques***.
3. Participate in social and cultural	3.1 Use language and language functions appropriate to varied ***social and cultural activities***.

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activities.	3.2 Adapt and modify communication strategies and language functions as required.
4. Provide summaries of oral communication.	4.1 Recognise situations when the services of a professional interpreter are required, and arrange for assistance. 4.2 Convey the purpose and meaning of the original utterance. 4.3 Make appropriate comments between parties to check and clarify meaning. 4.4 Use communication strategies and language functions that support immediate communication.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills in a language other than English to:
  - establish and maintain rapport
  - conduct negotiations
  - provide oral summaries that support immediate communication
  - make presentations and use public speaking techniques
  - participate effectively in social, cultural and workplace activities.

Required knowledge

- social, cultural and business conventions relevant to the language being assessed, including:
  - colloquialisms
  - customs
  - dialect
  - forms of address
  - idiom
  - language conventions
  - protocols and taboos
- cross-cultural communication challenges that may occur when negotiating and solving problems, and how these may be addressed
- aspects of verbal and non-verbal communication that support fluent and unhindered communication in the language being assessed
- technical vocabulary required to support specific workplace activities.

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to:
	• conduct complex workplace oral communications in a language other than English (rare linguistic errors may occur):
	  • establish and maintain rapport during extended interactions, including social activities
	  • make presentations to groups of people
	  • conduct business negotiations
	  • use narrative and descriptive statements
	  • use repetition, clarification and paraphrasing techniques to clarify requirements ,solve problems and conflict and reassure others
	  • provide detailed information and advice in area of work activity
	  • use extended non-verbal communication skills effectively.

Context of and specific resources for assessment	Assessment must ensure use of:
	• a real or simulated workplace activity for which communication in languages other than English is required
	• other people with whom the individual can interact in the relevant language
	• resources that support communication in languages other than English:
	  • dictionaries and phrase books
	  • industry materials, such as menus, timetables and brochures written in languages other than English.

Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • oral assessment of conversational language use direct observation of the individual communicating in a language other than English • use of role play activities that simulate simultaneous language use and customer service activity

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- written or oral questioning to assess cultural knowledge and cross-cultural communication considerations
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- BSBCMM401A Make a presentation
- SITTGDE303 Lead tour groups
- SITTGDE304 Prepare and present tour commentaries or activities
- SITXMGT501 Establish and conduct business relationships.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Presentations may include:

- guiding or interpretive activities
- instructing and training
- presentations at conferences
- promotional activities
- providing complex information on products and services
- sales presentations.

Public speaking techniques may include:

- audience participation
- demonstrations and visual aids
- humour
- non-verbal communication.

Social and cultural activities may include:

- accompanying people to dinner
- conference activities
- meetings
- professional development activities
- tours
- trade fairs.

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Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

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SITXLAN3217 Conduct complex oral communication in a language other than English (Portuguese)

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to conduct complex, creative, routine and non-routine communication in a language other than English. This involves very fluent listening and speaking skills at a high level of complexity to conduct negotiations, make presentations, provide oral summaries in the workplace and participate in social and cultural activities.

The unit does not cover interpreting and translating skills, which are described in units of competency in the PSP04 Public Sector Training Package.

There is no direct parity with any formal language proficiency ratings or assessment framework, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 4 to 4+.

Application of the Unit

This unit applies to all industry contexts and individuals working in at many different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit may be customised for training delivery and assessment of proficiency in any language. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN3212 Conduct complex oral communication in a language other than English (Japanese).

SITXLAN3201	(Arabic)
SITXLAN3202	(Indonesian)
SITXLAN3203	(Cantonese)
SITXLAN3204	(Dutch)
SITXLAN3205	(Finnish)
SITXLAN3206	(French)
SITXLAN3207	(German)

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SITXLAN3208	(Greek)
SITXLAN3209	(Hindi)
SITXLAN3210	(Hungarian)
SITXLAN3211	(Italian)
SITXLAN3212	(Japanese)
SITXLAN3213	(Korean)
SITXLAN3214	(Malay)
SITXLAN3215	(Mandarin)
SITXLAN3216	(Polish)
SITXLAN3217	(Portuguese)
SITXLAN3218	(Russian)
SITXLAN3219	(Serbian)
SITXLAN3220	(Spanish)
SITXLAN3221	(Swedish)
SITXLAN3222	(Swiss German)
SITXLAN3223	(Taiwanese)
SITXLAN3224	(Thai)
SITXLAN3225	(Turkish)
SITXLAN3226	(Croatian)
SITXLAN3227	(Bosnian)
SITXLAN3228	(Australian Indigenous languages)
SITXLAN3229	(AUSLAN)

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Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Conduct negotiations.	1.1 Establish rapport by using appropriate courtesy protocols, establishing common ground and observing social, cultural and business conventions. 1.2 Provide explanations, information and supporting details relevant to negotiations. 1.3 Use an appropriate range of language functions for negotiations, including introducing formal talk, using turn taking skills, and agreeing and disagreeing tentatively. 1.4 Use appropriate intonation, voice tone and signalling expressions effectively. 1.5 Exchange and agree to information about the subject of the negotiation.
2. Deliver presentations.	2.1 Deliver ***presentations*** in a style that supports its objective and takes account of audience characteristics, occasion and venue. 2.2 Present information in a logical and concise manner using appropriate sequencing and linguistic linking. 2.3 Support presentations with relevant ***public speaking techniques***.
3. Participate in social and cultural	3.1 Use language and language functions appropriate to varied ***social and cultural activities***.

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activities.	3.2 Adapt and modify communication strategies and language functions as required.
4. Provide summaries of oral communication.	4.1 Recognise situations when the services of a professional interpreter are required, and arrange for assistance. 4.2 Convey the purpose and meaning of the original utterance. 4.3 Make appropriate comments between parties to check and clarify meaning. 4.4 Use communication strategies and language functions that support immediate communication.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills in a language other than English to:
  - establish and maintain rapport
  - conduct negotiations
  - provide oral summaries that support immediate communication
  - make presentations and use public speaking techniques
  - participate effectively in social, cultural and workplace activities.

Required knowledge

- social, cultural and business conventions relevant to the language being assessed, including:
  - colloquialisms
  - customs
  - dialect
  - forms of address
  - idiom
  - language conventions
  - protocols and taboos
- cross-cultural communication challenges that may occur when negotiating and solving problems, and how these may be addressed
- aspects of verbal and non-verbal communication that support fluent and unhindered communication in the language being assessed
- technical vocabulary required to support specific workplace activities.

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the ability to:

- conduct complex workplace oral communications in a language other than English (rare linguistic errors may occur):
  - establish and maintain rapport during extended interactions, including social activities
  - make presentations to groups of people
  - conduct business negotiations
  - use narrative and descriptive statements
  - use repetition, clarification and paraphrasing techniques to clarify requirements ,solve problems and conflict and reassure others
  - provide detailed information and advice in area of work activity
  - use extended non-verbal communication skills effectively.

Context of and specific resources for assessment

Assessment must ensure use of:

- a real or simulated workplace activity for which communication in languages other than English is required
- other people with whom the individual can interact in the relevant language
- resources that support communication in languages other than English:
  - dictionaries and phrase books
  - industry materials, such as menus, timetables and brochures written in languages other than English.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- oral assessment of conversational language use direct observation of the individual communicating in a language other than English
- use of role play activities that simulate simultaneous language use and customer service activity

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- written or oral questioning to assess cultural knowledge and cross-cultural communication considerations
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- BSBCMM401A Make a presentation
- SITTGDE303 Lead tour groups
- SITTGDE304 Prepare and present tour commentaries or activities
- SITXMGT501 Establish and conduct business relationships.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Presentations may include:

- guiding or interpretive activities
- instructing and training
- presentations at conferences
- promotional activities
- providing complex information on products and services
- sales presentations.

Public speaking techniques may include:

- audience participation
- demonstrations and visual aids
- humour
- non-verbal communication.

Social and cultural activities may include:

- accompanying people to dinner
- conference activities
- meetings
- professional development activities
- tours
- trade fairs.

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Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

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SITXLAN3218 Conduct complex oral communication in a language other than English (Russian)

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to conduct complex, creative, routine and non-routine communication in a language other than English. This involves very fluent listening and speaking skills at a high level of complexity to conduct negotiations, make presentations, provide oral summaries in the workplace and participate in social and cultural activities.

The unit does not cover interpreting and translating skills, which are described in units of competency in the PSP04 Public Sector Training Package.

There is no direct parity with any formal language proficiency ratings or assessment framework, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 4 to 4+.

Application of the Unit

This unit applies to all industry contexts and individuals working in at many different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit may be customised for training delivery and assessment of proficiency in any language. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN3212 Conduct complex oral communication in a language other than English (Japanese).

SITXLAN3201	(Arabic)
SITXLAN3202	(Indonesian)
SITXLAN3203	(Cantonese)
SITXLAN3204	(Dutch)
SITXLAN3205	(Finnish)
SITXLAN3206	(French)
SITXLAN3207	(German)

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SITXLAN3208	(Greek)
SITXLAN3209	(Hindi)
SITXLAN3210	(Hungarian)
SITXLAN3211	(Italian)
SITXLAN3212	(Japanese)
SITXLAN3213	(Korean)
SITXLAN3214	(Malay)
SITXLAN3215	(Mandarin)
SITXLAN3216	(Polish)
SITXLAN3217	(Portuguese)
SITXLAN3218	(Russian)
SITXLAN3219	(Serbian)
SITXLAN3220	(Spanish)
SITXLAN3221	(Swedish)
SITXLAN3222	(Swiss German)
SITXLAN3223	(Taiwanese)
SITXLAN3224	(Thai)
SITXLAN3225	(Turkish)
SITXLAN3226	(Croatian)
SITXLAN3227	(Bosnian)
SITXLAN3228	(Australian Indigenous languages)
SITXLAN3229	(AUSLAN)

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Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Conduct negotiations.	1.1 Establish rapport by using appropriate courtesy protocols, establishing common ground and observing social, cultural and business conventions.
	1.2 Provide explanations, information and supporting details relevant to negotiations.
	1.3 Use an appropriate range of language functions for negotiations, including introducing formal talk, using turn taking skills, and agreeing and disagreeing tentatively.
	1.4 Use appropriate intonation, voice tone and signalling expressions effectively.
	1.5 Exchange and agree to information about the subject of the negotiation.
2. Deliver presentations.	2.1 Deliver ***presentations*** in a style that supports its objective and takes account of audience characteristics, occasion and venue.
	2.2 Present information in a logical and concise manner using appropriate sequencing and linguistic linking.
	2.3 Support presentations with relevant ***public speaking techniques***.
3. Participate in social and cultural	3.1 Use language and language functions appropriate to varied ***social and cultural activities***.

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activities.	3.2 Adapt and modify communication strategies and language functions as required.
4. Provide summaries of oral communication.	4.1 Recognise situations when the services of a professional interpreter are required, and arrange for assistance. 4.2 Convey the purpose and meaning of the original utterance. 4.3 Make appropriate comments between parties to check and clarify meaning. 4.4 Use communication strategies and language functions that support immediate communication.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills in a language other than English to:
  - establish and maintain rapport
  - conduct negotiations
  - provide oral summaries that support immediate communication
  - make presentations and use public speaking techniques
  - participate effectively in social, cultural and workplace activities.

Required knowledge

- social, cultural and business conventions relevant to the language being assessed, including:
  - colloquialisms
  - customs
  - dialect
  - forms of address
  - idiom
  - language conventions
  - protocols and taboos
- cross-cultural communication challenges that may occur when negotiating and solving problems, and how these may be addressed
- aspects of verbal and non-verbal communication that support fluent and unhindered communication in the language being assessed
- technical vocabulary required to support specific workplace activities.

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to:
	• conduct complex workplace oral communications in a language other than English (rare linguistic errors may occur):
	  • establish and maintain rapport during extended interactions, including social activities
	  • make presentations to groups of people
	  • conduct business negotiations
	  • use narrative and descriptive statements
	  • use repetition, clarification and paraphrasing techniques to clarify requirements ,solve problems and conflict and reassure others
	  • provide detailed information and advice in area of work activity
	  • use extended non-verbal communication skills effectively.

Context of and specific resources for assessment	Assessment must ensure use of:
	• a real or simulated workplace activity for which communication in languages other than English is required
	• other people with whom the individual can interact in the relevant language
	• resources that support communication in languages other than English:
	  • dictionaries and phrase books
	  • industry materials, such as menus, timetables and brochures written in languages other than English.

Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • oral assessment of conversational language use direct observation of the individual communicating in a language other than English • use of role play activities that simulate simultaneous language use and customer service activity

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- written or oral questioning to assess cultural knowledge and cross-cultural communication considerations
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- BSBCMM401A Make a presentation
- SITTGDE303 Lead tour groups
- SITTGDE304 Prepare and present tour commentaries or activities
- SITXMGT501 Establish and conduct business relationships.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Presentations may include:

- guiding or interpretive activities
- instructing and training
- presentations at conferences
- promotional activities
- providing complex information on products and services
- sales presentations.

Public speaking techniques may include:

- audience participation
- demonstrations and visual aids
- humour
- non-verbal communication.

Social and cultural activities may include:

- accompanying people to dinner
- conference activities
- meetings
- professional development activities
- tours
- trade fairs.

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Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

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SITXLAN3219 Conduct complex oral communication in a language other than English (Serbian)

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to conduct complex, creative, routine and non-routine communication in a language other than English. This involves very fluent listening and speaking skills at a high level of complexity to conduct negotiations, make presentations, provide oral summaries in the workplace and participate in social and cultural activities.

The unit does not cover interpreting and translating skills, which are described in units of competency in the PSP04 Public Sector Training Package.

There is no direct parity with any formal language proficiency ratings or assessment framework, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 4 to 4+.

Application of the Unit

This unit applies to all industry contexts and individuals working in at many different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit may be customised for training delivery and assessment of proficiency in any language. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN3212 Conduct complex oral communication in a language other than English (Japanese).

SITXLAN3201	(Arabic)
SITXLAN3202	(Indonesian)
SITXLAN3203	(Cantonese)
SITXLAN3204	(Dutch)
SITXLAN3205	(Finnish)
SITXLAN3206	(French)
SITXLAN3207	(German)

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SITXLAN3208	(Greek)
SITXLAN3209	(Hindi)
SITXLAN3210	(Hungarian)
SITXLAN3211	(Italian)
SITXLAN3212	(Japanese)
SITXLAN3213	(Korean)
SITXLAN3214	(Malay)
SITXLAN3215	(Mandarin)
SITXLAN3216	(Polish)
SITXLAN3217	(Portuguese)
SITXLAN3218	(Russian)
SITXLAN3219	(Serbian)
SITXLAN3220	(Spanish)
SITXLAN3221	(Swedish)
SITXLAN3222	(Swiss German)
SITXLAN3223	(Taiwanese)
SITXLAN3224	(Thai)
SITXLAN3225	(Turkish)
SITXLAN3226	(Croatian)
SITXLAN3227	(Bosnian)
SITXLAN3228	(Australian Indigenous languages)
SITXLAN3229	(AUSLAN)

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Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Conduct negotiations.	1.1 Establish rapport by using appropriate courtesy protocols, establishing common ground and observing social, cultural and business conventions. 1.2 Provide explanations, information and supporting details relevant to negotiations. 1.3 Use an appropriate range of language functions for negotiations, including introducing formal talk, using turn taking skills, and agreeing and disagreeing tentatively. 1.4 Use appropriate intonation, voice tone and signalling expressions effectively. 1.5 Exchange and agree to information about the subject of the negotiation.
2. Deliver presentations.	2.1 Deliver ***presentations*** in a style that supports its objective and takes account of audience characteristics, occasion and venue. 2.2 Present information in a logical and concise manner using appropriate sequencing and linguistic linking. 2.3 Support presentations with relevant ***public speaking techniques***.
3. Participate in social and cultural	3.1 Use language and language functions appropriate to varied ***social and cultural activities***.

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activities.	3.2 Adapt and modify communication strategies and language functions as required.
4. Provide summaries of oral communication.	4.1 Recognise situations when the services of a professional interpreter are required, and arrange for assistance. 4.2 Convey the purpose and meaning of the original utterance. 4.3 Make appropriate comments between parties to check and clarify meaning. 4.4 Use communication strategies and language functions that support immediate communication.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills in a language other than English to:
  - establish and maintain rapport
  - conduct negotiations
  - provide oral summaries that support immediate communication
  - make presentations and use public speaking techniques
  - participate effectively in social, cultural and workplace activities.

Required knowledge

- social, cultural and business conventions relevant to the language being assessed, including:
  - colloquialisms
  - customs
  - dialect
  - forms of address
  - idiom
  - language conventions
  - protocols and taboos
- cross-cultural communication challenges that may occur when negotiating and solving problems, and how these may be addressed
- aspects of verbal and non-verbal communication that support fluent and unhindered communication in the language being assessed
- technical vocabulary required to support specific workplace activities.

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the ability to:

- conduct complex workplace oral communications in a language other than English (rare linguistic errors may occur):
  - establish and maintain rapport during extended interactions, including social activities
  - make presentations to groups of people
  - conduct business negotiations
  - use narrative and descriptive statements
  - use repetition, clarification and paraphrasing techniques to clarify requirements ,solve problems and conflict and reassure others
  - provide detailed information and advice in area of work activity
  - use extended non-verbal communication skills effectively.

Context of and specific resources for assessment

Assessment must ensure use of:

- a real or simulated workplace activity for which communication in languages other than English is required
- other people with whom the individual can interact in the relevant language
- resources that support communication in languages other than English:
  - dictionaries and phrase books
  - industry materials, such as menus, timetables and brochures written in languages other than English.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- oral assessment of conversational language use direct observation of the individual communicating in a language other than English
- use of role play activities that simulate simultaneous language use and customer service activity

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- written or oral questioning to assess cultural knowledge and cross-cultural communication considerations
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- BSBCMM401A Make a presentation
- SITTGDE303 Lead tour groups
- SITTGDE304 Prepare and present tour commentaries or activities
- SITXMGT501 Establish and conduct business relationships.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Presentations may include:

- guiding or interpretive activities
- instructing and training
- presentations at conferences
- promotional activities
- providing complex information on products and services
- sales presentations.

Public speaking techniques may include:

- audience participation
- demonstrations and visual aids
- humour
- non-verbal communication.

Social and cultural activities may include:

- accompanying people to dinner
- conference activities
- meetings
- professional development activities
- tours
- trade fairs.

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Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

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SITXLAN3220 Conduct complex oral communication in a language other than English (Spanish)

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to conduct complex, creative, routine and non-routine communication in a language other than English. This involves very fluent listening and speaking skills at a high level of complexity to conduct negotiations, make presentations, provide oral summaries in the workplace and participate in social and cultural activities.

The unit does not cover interpreting and translating skills, which are described in units of competency in the PSP04 Public Sector Training Package.

There is no direct parity with any formal language proficiency ratings or assessment framework, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 4 to 4+.

Application of the Unit

This unit applies to all industry contexts and individuals working in at many different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit may be customised for training delivery and assessment of proficiency in any language. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN3212 Conduct complex oral communication in a language other than English (Japanese).

SITXLAN3201	(Arabic)
SITXLAN3202	(Indonesian)
SITXLAN3203	(Cantonese)
SITXLAN3204	(Dutch)
SITXLAN3205	(Finnish)
SITXLAN3206	(French)
SITXLAN3207	(German)

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SITXLAN3208	(Greek)
SITXLAN3209	(Hindi)
SITXLAN3210	(Hungarian)
SITXLAN3211	(Italian)
SITXLAN3212	(Japanese)
SITXLAN3213	(Korean)
SITXLAN3214	(Malay)
SITXLAN3215	(Mandarin)
SITXLAN3216	(Polish)
SITXLAN3217	(Portuguese)
SITXLAN3218	(Russian)
SITXLAN3219	(Serbian)
SITXLAN3220	(Spanish)
SITXLAN3221	(Swedish)
SITXLAN3222	(Swiss German)
SITXLAN3223	(Taiwanese)
SITXLAN3224	(Thai)
SITXLAN3225	(Turkish)
SITXLAN3226	(Croatian)
SITXLAN3227	(Bosnian)
SITXLAN3228	(Australian Indigenous languages)
SITXLAN3229	(AUSLAN)

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Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Conduct negotiations.	1.1 Establish rapport by using appropriate courtesy protocols, establishing common ground and observing social, cultural and business conventions. 1.2 Provide explanations, information and supporting details relevant to negotiations. 1.3 Use an appropriate range of language functions for negotiations, including introducing formal talk, using turn taking skills, and agreeing and disagreeing tentatively. 1.4 Use appropriate intonation, voice tone and signalling expressions effectively. 1.5 Exchange and agree to information about the subject of the negotiation.
2. Deliver presentations.	2.1 Deliver ***presentations*** in a style that supports its objective and takes account of audience characteristics, occasion and venue. 2.2 Present information in a logical and concise manner using appropriate sequencing and linguistic linking. 2.3 Support presentations with relevant ***public speaking techniques***.
3. Participate in social and cultural	3.1 Use language and language functions appropriate to varied ***social and cultural activities***.

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activities.	3.2 Adapt and modify communication strategies and language functions as required.
4. Provide summaries of oral communication.	4.1 Recognise situations when the services of a professional interpreter are required, and arrange for assistance. 4.2 Convey the purpose and meaning of the original utterance. 4.3 Make appropriate comments between parties to check and clarify meaning. 4.4 Use communication strategies and language functions that support immediate communication.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills in a language other than English to:
  - establish and maintain rapport
  - conduct negotiations
  - provide oral summaries that support immediate communication
  - make presentations and use public speaking techniques
  - participate effectively in social, cultural and workplace activities.

Required knowledge

- social, cultural and business conventions relevant to the language being assessed, including:
  - colloquialisms
  - customs
  - dialect
  - forms of address
  - idiom
  - language conventions
  - protocols and taboos
- cross-cultural communication challenges that may occur when negotiating and solving problems, and how these may be addressed
- aspects of verbal and non-verbal communication that support fluent and unhindered communication in the language being assessed
- technical vocabulary required to support specific workplace activities.

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the ability to:

- conduct complex workplace oral communications in a language other than English (rare linguistic errors may occur):
  - establish and maintain rapport during extended interactions, including social activities
  - make presentations to groups of people
  - conduct business negotiations
  - use narrative and descriptive statements
  - use repetition, clarification and paraphrasing techniques to clarify requirements ,solve problems and conflict and reassure others
  - provide detailed information and advice in area of work activity
  - use extended non-verbal communication skills effectively.

Context of and specific resources for assessment

Assessment must ensure use of:

- a real or simulated workplace activity for which communication in languages other than English is required
- other people with whom the individual can interact in the relevant language
- resources that support communication in languages other than English:
  - dictionaries and phrase books
  - industry materials, such as menus, timetables and brochures written in languages other than English.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- oral assessment of conversational language use direct observation of the individual communicating in a language other than English
- use of role play activities that simulate simultaneous language use and customer service activity

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- written or oral questioning to assess cultural knowledge and cross-cultural communication considerations
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- BSBCMM401A Make a presentation
- SITTGDE303 Lead tour groups
- SITTGDE304 Prepare and present tour commentaries or activities
- SITXMGT501 Establish and conduct business relationships.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Presentations may include:

- guiding or interpretive activities
- instructing and training
- presentations at conferences
- promotional activities
- providing complex information on products and services
- sales presentations.

Public speaking techniques may include:

- audience participation
- demonstrations and visual aids
- humour
- non-verbal communication.

Social and cultural activities may include:

- accompanying people to dinner
- conference activities
- meetings
- professional development activities
- tours
- trade fairs.

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Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

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SITXLAN3221 Conduct complex oral communication in a language other than English (Swedish)

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to conduct complex, creative, routine and non-routine communication in a language other than English. This involves very fluent listening and speaking skills at a high level of complexity to conduct negotiations, make presentations, provide oral summaries in the workplace and participate in social and cultural activities.

The unit does not cover interpreting and translating skills, which are described in units of competency in the PSP04 Public Sector Training Package.

There is no direct parity with any formal language proficiency ratings or assessment framework, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 4 to 4+.

Application of the Unit

This unit applies to all industry contexts and individuals working in at many different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit may be customised for training delivery and assessment of proficiency in any language. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN3212 Conduct complex oral communication in a language other than English (Japanese).

SITXLAN3201	(Arabic)
SITXLAN3202	(Indonesian)
SITXLAN3203	(Cantonese)
SITXLAN3204	(Dutch)
SITXLAN3205	(Finnish)
SITXLAN3206	(French)
SITXLAN3207	(German)

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SITXLAN3208	(Greek)
SITXLAN3209	(Hindi)
SITXLAN3210	(Hungarian)
SITXLAN3211	(Italian)
SITXLAN3212	(Japanese)
SITXLAN3213	(Korean)
SITXLAN3214	(Malay)
SITXLAN3215	(Mandarin)
SITXLAN3216	(Polish)
SITXLAN3217	(Portuguese)
SITXLAN3218	(Russian)
SITXLAN3219	(Serbian)
SITXLAN3220	(Spanish)
SITXLAN3221	(Swedish)
SITXLAN3222	(Swiss German)
SITXLAN3223	(Taiwanese)
SITXLAN3224	(Thai)
SITXLAN3225	(Turkish)
SITXLAN3226	(Croatian)
SITXLAN3227	(Bosnian)
SITXLAN3228	(Australian Indigenous languages)
SITXLAN3229	(AUSLAN)

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Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Conduct negotiations.	1.1 Establish rapport by using appropriate courtesy protocols, establishing common ground and observing social, cultural and business conventions. 1.2 Provide explanations, information and supporting details relevant to negotiations. 1.3 Use an appropriate range of language functions for negotiations, including introducing formal talk, using turn taking skills, and agreeing and disagreeing tentatively. 1.4 Use appropriate intonation, voice tone and signalling expressions effectively. 1.5 Exchange and agree to information about the subject of the negotiation.
2. Deliver presentations.	2.1 Deliver ***presentations*** in a style that supports its objective and takes account of audience characteristics, occasion and venue. 2.2 Present information in a logical and concise manner using appropriate sequencing and linguistic linking. 2.3 Support presentations with relevant ***public speaking techniques***.
3. Participate in social and cultural	3.1 Use language and language functions appropriate to varied ***social and cultural activities***.

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activities.	3.2 Adapt and modify communication strategies and language functions as required.
4. Provide summaries of oral communication.	4.1 Recognise situations when the services of a professional interpreter are required, and arrange for assistance. 4.2 Convey the purpose and meaning of the original utterance. 4.3 Make appropriate comments between parties to check and clarify meaning. 4.4 Use communication strategies and language functions that support immediate communication.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills in a language other than English to:
  - establish and maintain rapport
  - conduct negotiations
  - provide oral summaries that support immediate communication
  - make presentations and use public speaking techniques
  - participate effectively in social, cultural and workplace activities.

Required knowledge

- social, cultural and business conventions relevant to the language being assessed, including:
  - colloquialisms
  - customs
  - dialect
  - forms of address
  - idiom
  - language conventions
  - protocols and taboos
- cross-cultural communication challenges that may occur when negotiating and solving problems, and how these may be addressed
- aspects of verbal and non-verbal communication that support fluent and unhindered communication in the language being assessed
- technical vocabulary required to support specific workplace activities.

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to:
	• conduct complex workplace oral communications in a language other than English (rare linguistic errors may occur):
	  • establish and maintain rapport during extended interactions, including social activities
	  • make presentations to groups of people
	  • conduct business negotiations
	  • use narrative and descriptive statements
	  • use repetition, clarification and paraphrasing techniques to clarify requirements ,solve problems and conflict and reassure others
	  • provide detailed information and advice in area of work activity
	  • use extended non-verbal communication skills effectively.

Context of and specific resources for assessment	Assessment must ensure use of:
	• a real or simulated workplace activity for which communication in languages other than English is required
	• other people with whom the individual can interact in the relevant language
	• resources that support communication in languages other than English:
	  • dictionaries and phrase books
	  • industry materials, such as menus, timetables and brochures written in languages other than English.

Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • oral assessment of conversational language use direct observation of the individual communicating in a language other than English • use of role play activities that simulate simultaneous language use and customer service activity

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- written or oral questioning to assess cultural knowledge and cross-cultural communication considerations
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- BSBCMM401A Make a presentation
- SITTGDE303 Lead tour groups
- SITTGDE304 Prepare and present tour commentaries or activities
- SITXMGT501 Establish and conduct business relationships.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Presentations may include:

- guiding or interpretive activities
- instructing and training
- presentations at conferences
- promotional activities
- providing complex information on products and services
- sales presentations.

Public speaking techniques may include:

- audience participation
- demonstrations and visual aids
- humour
- non-verbal communication.

Social and cultural activities may include:

- accompanying people to dinner
- conference activities
- meetings
- professional development activities
- tours
- trade fairs.

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Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

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SITXLAN3222 Conduct complex oral communication in a language other than English (Swiss German)

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to conduct complex, creative, routine and non-routine communication in a language other than English. This involves very fluent listening and speaking skills at a high level of complexity to conduct negotiations, make presentations, provide oral summaries in the workplace and participate in social and cultural activities.

The unit does not cover interpreting and translating skills, which are described in units of competency in the PSP04 Public Sector Training Package.

There is no direct parity with any formal language proficiency ratings or assessment framework, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 4 to 4+.

Application of the Unit

This unit applies to all industry contexts and individuals working in at many different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit may be customised for training delivery and assessment of proficiency in any language. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN3212 Conduct complex oral communication in a language other than English (Japanese).

SITXLAN3201	(Arabic)
SITXLAN3202	(Indonesian)
SITXLAN3203	(Cantonese)
SITXLAN3204	(Dutch)
SITXLAN3205	(Finnish)
SITXLAN3206	(French)
SITXLAN3207	(German)

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SITXLAN3208	(Greek)
SITXLAN3209	(Hindi)
SITXLAN3210	(Hungarian)
SITXLAN3211	(Italian)
SITXLAN3212	(Japanese)
SITXLAN3213	(Korean)
SITXLAN3214	(Malay)
SITXLAN3215	(Mandarin)
SITXLAN3216	(Polish)
SITXLAN3217	(Portuguese)
SITXLAN3218	(Russian)
SITXLAN3219	(Serbian)
SITXLAN3220	(Spanish)
SITXLAN3221	(Swedish)
SITXLAN3222	(Swiss German)
SITXLAN3223	(Taiwanese)
SITXLAN3224	(Thai)
SITXLAN3225	(Turkish)
SITXLAN3226	(Croatian)
SITXLAN3227	(Bosnian)
SITXLAN3228	(Australian Indigenous languages)
SITXLAN3229	(AUSLAN)

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Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Conduct negotiations.	1.1 Establish rapport by using appropriate courtesy protocols, establishing common ground and observing social, cultural and business conventions. 1.2 Provide explanations, information and supporting details relevant to negotiations. 1.3 Use an appropriate range of language functions for negotiations, including introducing formal talk, using turn taking skills, and agreeing and disagreeing tentatively. 1.4 Use appropriate intonation, voice tone and signalling expressions effectively. 1.5 Exchange and agree to information about the subject of the negotiation.
2. Deliver presentations.	2.1 Deliver ***presentations*** in a style that supports its objective and takes account of audience characteristics, occasion and venue. 2.2 Present information in a logical and concise manner using appropriate sequencing and linguistic linking. 2.3 Support presentations with relevant ***public speaking techniques***.
3. Participate in social and cultural	3.1 Use language and language functions appropriate to varied ***social and cultural activities***.

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activities.	3.2 Adapt and modify communication strategies and language functions as required.
4. Provide summaries of oral communication.	4.1 Recognise situations when the services of a professional interpreter are required, and arrange for assistance. 4.2 Convey the purpose and meaning of the original utterance. 4.3 Make appropriate comments between parties to check and clarify meaning. 4.4 Use communication strategies and language functions that support immediate communication.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills in a language other than English to:
  - establish and maintain rapport
  - conduct negotiations
  - provide oral summaries that support immediate communication
  - make presentations and use public speaking techniques
  - participate effectively in social, cultural and workplace activities.

Required knowledge

- social, cultural and business conventions relevant to the language being assessed, including:
  - colloquialisms
  - customs
  - dialect
  - forms of address
  - idiom
  - language conventions
  - protocols and taboos
- cross-cultural communication challenges that may occur when negotiating and solving problems, and how these may be addressed
- aspects of verbal and non-verbal communication that support fluent and unhindered communication in the language being assessed
- technical vocabulary required to support specific workplace activities.

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the ability to:

- conduct complex workplace oral communications in a language other than English (rare linguistic errors may occur):
  - establish and maintain rapport during extended interactions, including social activities
  - make presentations to groups of people
  - conduct business negotiations
  - use narrative and descriptive statements
  - use repetition, clarification and paraphrasing techniques to clarify requirements ,solve problems and conflict and reassure others
  - provide detailed information and advice in area of work activity
  - use extended non-verbal communication skills effectively.

Context of and specific resources for assessment

Assessment must ensure use of:

- a real or simulated workplace activity for which communication in languages other than English is required
- other people with whom the individual can interact in the relevant language
- resources that support communication in languages other than English:
  - dictionaries and phrase books
  - industry materials, such as menus, timetables and brochures written in languages other than English.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- oral assessment of conversational language use direct observation of the individual communicating in a language other than English
- use of role play activities that simulate simultaneous language use and customer service activity

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- written or oral questioning to assess cultural knowledge and cross-cultural communication considerations
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- BSBCMM401A Make a presentation
- SITTGDE303 Lead tour groups
- SITTGDE304 Prepare and present tour commentaries or activities
- SITXMGT501 Establish and conduct business relationships.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Presentations may include:

- guiding or interpretive activities
- instructing and training
- presentations at conferences
- promotional activities
- providing complex information on products and services
- sales presentations.

Public speaking techniques may include:

- audience participation
- demonstrations and visual aids
- humour
- non-verbal communication.

Social and cultural activities may include:

- accompanying people to dinner
- conference activities
- meetings
- professional development activities
- tours
- trade fairs.

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Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

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SITXLAN3223 Conduct complex oral communication in a language other than English (Taiwanese)

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to conduct complex, creative, routine and non-routine communication in a language other than English. This involves very fluent listening and speaking skills at a high level of complexity to conduct negotiations, make presentations, provide oral summaries in the workplace and participate in social and cultural activities.

The unit does not cover interpreting and translating skills, which are described in units of competency in the PSP04 Public Sector Training Package.

There is no direct parity with any formal language proficiency ratings or assessment framework, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 4 to 4+.

Application of the Unit

This unit applies to all industry contexts and individuals working in at many different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit may be customised for training delivery and assessment of proficiency in any language. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN3212 Conduct complex oral communication in a language other than English (Japanese).

SITXLAN3201	(Arabic)
SITXLAN3202	(Indonesian)
SITXLAN3203	(Cantonese)
SITXLAN3204	(Dutch)
SITXLAN3205	(Finnish)
SITXLAN3206	(French)
SITXLAN3207	(German)

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SITXLAN3208	(Greek)
SITXLAN3209	(Hindi)
SITXLAN3210	(Hungarian)
SITXLAN3211	(Italian)
SITXLAN3212	(Japanese)
SITXLAN3213	(Korean)
SITXLAN3214	(Malay)
SITXLAN3215	(Mandarin)
SITXLAN3216	(Polish)
SITXLAN3217	(Portuguese)
SITXLAN3218	(Russian)
SITXLAN3219	(Serbian)
SITXLAN3220	(Spanish)
SITXLAN3221	(Swedish)
SITXLAN3222	(Swiss German)
SITXLAN3223	(Taiwanese)
SITXLAN3224	(Thai)
SITXLAN3225	(Turkish)
SITXLAN3226	(Croatian)
SITXLAN3227	(Bosnian)
SITXLAN3228	(Australian Indigenous languages)
SITXLAN3229	(AUSLAN)

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Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Conduct negotiations.	1.1 Establish rapport by using appropriate courtesy protocols, establishing common ground and observing social, cultural and business conventions. 1.2 Provide explanations, information and supporting details relevant to negotiations. 1.3 Use an appropriate range of language functions for negotiations, including introducing formal talk, using turn taking skills, and agreeing and disagreeing tentatively. 1.4 Use appropriate intonation, voice tone and signalling expressions effectively. 1.5 Exchange and agree to information about the subject of the negotiation.
2. Deliver presentations.	2.1 Deliver ***presentations*** in a style that supports its objective and takes account of audience characteristics, occasion and venue. 2.2 Present information in a logical and concise manner using appropriate sequencing and linguistic linking. 2.3 Support presentations with relevant ***public speaking techniques***.
3. Participate in social and cultural	3.1 Use language and language functions appropriate to varied ***social and cultural activities***.

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activities.	3.2 Adapt and modify communication strategies and language functions as required.
4. Provide summaries of oral communication.	4.1 Recognise situations when the services of a professional interpreter are required, and arrange for assistance. 4.2 Convey the purpose and meaning of the original utterance. 4.3 Make appropriate comments between parties to check and clarify meaning. 4.4 Use communication strategies and language functions that support immediate communication.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills in a language other than English to:
  - establish and maintain rapport
  - conduct negotiations
  - provide oral summaries that support immediate communication
  - make presentations and use public speaking techniques
  - participate effectively in social, cultural and workplace activities.

Required knowledge

- social, cultural and business conventions relevant to the language being assessed, including:
  - colloquialisms
  - customs
  - dialect
  - forms of address
  - idiom
  - language conventions
  - protocols and taboos
- cross-cultural communication challenges that may occur when negotiating and solving problems, and how these may be addressed
- aspects of verbal and non-verbal communication that support fluent and unhindered communication in the language being assessed
- technical vocabulary required to support specific workplace activities.

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to:
	• conduct complex workplace oral communications in a language other than English (rare linguistic errors may occur):
	  • establish and maintain rapport during extended interactions, including social activities
	  • make presentations to groups of people
	  • conduct business negotiations
	  • use narrative and descriptive statements
	  • use repetition, clarification and paraphrasing techniques to clarify requirements ,solve problems and conflict and reassure others
	  • provide detailed information and advice in area of work activity
	  • use extended non-verbal communication skills effectively.

Context of and specific resources for assessment	Assessment must ensure use of:
	• a real or simulated workplace activity for which communication in languages other than English is required
	• other people with whom the individual can interact in the relevant language
	• resources that support communication in languages other than English:
	  • dictionaries and phrase books
	  • industry materials, such as menus, timetables and brochures written in languages other than English.

Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • oral assessment of conversational language use direct observation of the individual communicating in a language other than English • use of role play activities that simulate simultaneous language use and customer service activity

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- written or oral questioning to assess cultural knowledge and cross-cultural communication considerations
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- BSBCMM401A Make a presentation
- SITTGDE303 Lead tour groups
- SITTGDE304 Prepare and present tour commentaries or activities
- SITXMGT501 Establish and conduct business relationships.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Presentations may include:

- guiding or interpretive activities
- instructing and training
- presentations at conferences
- promotional activities
- providing complex information on products and services
- sales presentations.

Public speaking techniques may include:

- audience participation
- demonstrations and visual aids
- humour
- non-verbal communication.

Social and cultural activities may include:

- accompanying people to dinner
- conference activities
- meetings
- professional development activities
- tours
- trade fairs.

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Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

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SITXLAN3224 Conduct complex oral communication in a language other than English (Thai)

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to conduct complex, creative, routine and non-routine communication in a language other than English. This involves very fluent listening and speaking skills at a high level of complexity to conduct negotiations, make presentations, provide oral summaries in the workplace and participate in social and cultural activities.

The unit does not cover interpreting and translating skills, which are described in units of competency in the PSP04 Public Sector Training Package.

There is no direct parity with any formal language proficiency ratings or assessment framework, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 4 to 4+.

Application of the Unit

This unit applies to all industry contexts and individuals working in at many different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit may be customised for training delivery and assessment of proficiency in any language. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN3212 Conduct complex oral communication in a language other than English (Japanese).

SITXLAN3201	(Arabic)
SITXLAN3202	(Indonesian)
SITXLAN3203	(Cantonese)
SITXLAN3204	(Dutch)
SITXLAN3205	(Finnish)
SITXLAN3206	(French)
SITXLAN3207	(German)

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SITXLAN3208	(Greek)
SITXLAN3209	(Hindi)
SITXLAN3210	(Hungarian)
SITXLAN3211	(Italian)
SITXLAN3212	(Japanese)
SITXLAN3213	(Korean)
SITXLAN3214	(Malay)
SITXLAN3215	(Mandarin)
SITXLAN3216	(Polish)
SITXLAN3217	(Portuguese)
SITXLAN3218	(Russian)
SITXLAN3219	(Serbian)
SITXLAN3220	(Spanish)
SITXLAN3221	(Swedish)
SITXLAN3222	(Swiss German)
SITXLAN3223	(Taiwanese)
SITXLAN3224	(Thai)
SITXLAN3225	(Turkish)
SITXLAN3226	(Croatian)
SITXLAN3227	(Bosnian)
SITXLAN3228	(Australian Indigenous languages)
SITXLAN3229	(AUSLAN)

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Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Conduct negotiations.	1.1 Establish rapport by using appropriate courtesy protocols, establishing common ground and observing social, cultural and business conventions. 1.2 Provide explanations, information and supporting details relevant to negotiations. 1.3 Use an appropriate range of language functions for negotiations, including introducing formal talk, using turn taking skills, and agreeing and disagreeing tentatively. 1.4 Use appropriate intonation, voice tone and signalling expressions effectively. 1.5 Exchange and agree to information about the subject of the negotiation.
2. Deliver presentations.	2.1 Deliver ***presentations*** in a style that supports its objective and takes account of audience characteristics, occasion and venue. 2.2 Present information in a logical and concise manner using appropriate sequencing and linguistic linking. 2.3 Support presentations with relevant ***public speaking techniques***.
3. Participate in social and cultural	3.1 Use language and language functions appropriate to varied ***social and cultural activities***.

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activities.	3.2 Adapt and modify communication strategies and language functions as required.
4. Provide summaries of oral communication.	4.1 Recognise situations when the services of a professional interpreter are required, and arrange for assistance. 4.2 Convey the purpose and meaning of the original utterance. 4.3 Make appropriate comments between parties to check and clarify meaning. 4.4 Use communication strategies and language functions that support immediate communication.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills in a language other than English to:
  - establish and maintain rapport
  - conduct negotiations
  - provide oral summaries that support immediate communication
  - make presentations and use public speaking techniques
  - participate effectively in social, cultural and workplace activities.

Required knowledge

- social, cultural and business conventions relevant to the language being assessed, including:
  - colloquialisms
  - customs
  - dialect
  - forms of address
  - idiom
  - language conventions
  - protocols and taboos
- cross-cultural communication challenges that may occur when negotiating and solving problems, and how these may be addressed
- aspects of verbal and non-verbal communication that support fluent and unhindered communication in the language being assessed
- technical vocabulary required to support specific workplace activities.

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to:
	• conduct complex workplace oral communications in a language other than English (rare linguistic errors may occur):
	  • establish and maintain rapport during extended interactions, including social activities
	  • make presentations to groups of people
	  • conduct business negotiations
	  • use narrative and descriptive statements
	  • use repetition, clarification and paraphrasing techniques to clarify requirements ,solve problems and conflict and reassure others
	  • provide detailed information and advice in area of work activity
	  • use extended non-verbal communication skills effectively.

Context of and specific resources for assessment	Assessment must ensure use of:
	• a real or simulated workplace activity for which communication in languages other than English is required
	• other people with whom the individual can interact in the relevant language
	• resources that support communication in languages other than English:
	  • dictionaries and phrase books
	  • industry materials, such as menus, timetables and brochures written in languages other than English.

Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • oral assessment of conversational language use direct observation of the individual communicating in a language other than English • use of role play activities that simulate simultaneous language use and customer service activity

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- written or oral questioning to assess cultural knowledge and cross-cultural communication considerations
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- BSBCMM401A Make a presentation
- SITTGDE303 Lead tour groups
- SITTGDE304 Prepare and present tour commentaries or activities
- SITXMGT501 Establish and conduct business relationships.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Presentations may include:

- guiding or interpretive activities
- instructing and training
- presentations at conferences
- promotional activities
- providing complex information on products and services
- sales presentations.

Public speaking techniques may include:

- audience participation
- demonstrations and visual aids
- humour
- non-verbal communication.

Social and cultural activities may include:

- accompanying people to dinner
- conference activities
- meetings
- professional development activities
- tours
- trade fairs.

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Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

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SITXLAN3225 Conduct complex oral communication in a language other than English (Turkish)

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to conduct complex, creative, routine and non-routine communication in a language other than English. This involves very fluent listening and speaking skills at a high level of complexity to conduct negotiations, make presentations, provide oral summaries in the workplace and participate in social and cultural activities.

The unit does not cover interpreting and translating skills, which are described in units of competency in the PSP04 Public Sector Training Package.

There is no direct parity with any formal language proficiency ratings or assessment framework, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 4 to 4+.

Application of the Unit

This unit applies to all industry contexts and individuals working in at many different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit may be customised for training delivery and assessment of proficiency in any language. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN3212 Conduct complex oral communication in a language other than English (Japanese).

SITXLAN3201	(Arabic)
SITXLAN3202	(Indonesian)
SITXLAN3203	(Cantonese)
SITXLAN3204	(Dutch)
SITXLAN3205	(Finnish)
SITXLAN3206	(French)
SITXLAN3207	(German)

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SITXLAN3208	(Greek)
SITXLAN3209	(Hindi)
SITXLAN3210	(Hungarian)
SITXLAN3211	(Italian)
SITXLAN3212	(Japanese)
SITXLAN3213	(Korean)
SITXLAN3214	(Malay)
SITXLAN3215	(Mandarin)
SITXLAN3216	(Polish)
SITXLAN3217	(Portuguese)
SITXLAN3218	(Russian)
SITXLAN3219	(Serbian)
SITXLAN3220	(Spanish)
SITXLAN3221	(Swedish)
SITXLAN3222	(Swiss German)
SITXLAN3223	(Taiwanese)
SITXLAN3224	(Thai)
SITXLAN3225	(Turkish)
SITXLAN3226	(Croatian)
SITXLAN3227	(Bosnian)
SITXLAN3228	(Australian Indigenous languages)
SITXLAN3229	(AUSLAN)

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Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Conduct negotiations.	1.1 Establish rapport by using appropriate courtesy protocols, establishing common ground and observing social, cultural and business conventions. 1.2 Provide explanations, information and supporting details relevant to negotiations. 1.3 Use an appropriate range of language functions for negotiations, including introducing formal talk, using turn taking skills, and agreeing and disagreeing tentatively. 1.4 Use appropriate intonation, voice tone and signalling expressions effectively. 1.5 Exchange and agree to information about the subject of the negotiation.
2. Deliver presentations.	2.1 Deliver ***presentations*** in a style that supports its objective and takes account of audience characteristics, occasion and venue. 2.2 Present information in a logical and concise manner using appropriate sequencing and linguistic linking. 2.3 Support presentations with relevant ***public speaking techniques***.
3. Participate in social and cultural	3.1 Use language and language functions appropriate to varied ***social and cultural activities***.

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activities.	3.2 Adapt and modify communication strategies and language functions as required.
4. Provide summaries of oral communication.	4.1 Recognise situations when the services of a professional interpreter are required, and arrange for assistance. 4.2 Convey the purpose and meaning of the original utterance. 4.3 Make appropriate comments between parties to check and clarify meaning. 4.4 Use communication strategies and language functions that support immediate communication.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills in a language other than English to:
  - establish and maintain rapport
  - conduct negotiations
  - provide oral summaries that support immediate communication
  - make presentations and use public speaking techniques
  - participate effectively in social, cultural and workplace activities.

Required knowledge

- social, cultural and business conventions relevant to the language being assessed, including:
  - colloquialisms
  - customs
  - dialect
  - forms of address
  - idiom
  - language conventions
  - protocols and taboos
- cross-cultural communication challenges that may occur when negotiating and solving problems, and how these may be addressed
- aspects of verbal and non-verbal communication that support fluent and unhindered communication in the language being assessed
- technical vocabulary required to support specific workplace activities.

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the ability to:

- conduct complex workplace oral communications in a language other than English (rare linguistic errors may occur):
  - establish and maintain rapport during extended interactions, including social activities
  - make presentations to groups of people
  - conduct business negotiations
  - use narrative and descriptive statements
  - use repetition, clarification and paraphrasing techniques to clarify requirements ,solve problems and conflict and reassure others
  - provide detailed information and advice in area of work activity
  - use extended non-verbal communication skills effectively.

Context of and specific resources for assessment

Assessment must ensure use of:

- a real or simulated workplace activity for which communication in languages other than English is required
- other people with whom the individual can interact in the relevant language
- resources that support communication in languages other than English:
  - dictionaries and phrase books
  - industry materials, such as menus, timetables and brochures written in languages other than English.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- oral assessment of conversational language use direct observation of the individual communicating in a language other than English
- use of role play activities that simulate simultaneous language use and customer service activity

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- written or oral questioning to assess cultural knowledge and cross-cultural communication considerations
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- BSBCMM401A Make a presentation
- SITTGDE303 Lead tour groups
- SITTGDE304 Prepare and present tour commentaries or activities
- SITXMGT501 Establish and conduct business relationships.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Presentations may include:

- guiding or interpretive activities
- instructing and training
- presentations at conferences
- promotional activities
- providing complex information on products and services
- sales presentations.

Public speaking techniques may include:

- audience participation
- demonstrations and visual aids
- humour
- non-verbal communication.

Social and cultural activities may include:

- accompanying people to dinner
- conference activities
- meetings
- professional development activities
- tours
- trade fairs.

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Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

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SITXLAN3226 Conduct complex oral communication in a language other than English (Croatian)

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to conduct complex, creative, routine and non-routine communication in a language other than English. This involves very fluent listening and speaking skills at a high level of complexity to conduct negotiations, make presentations, provide oral summaries in the workplace and participate in social and cultural activities.

The unit does not cover interpreting and translating skills, which are described in units of competency in the PSP04 Public Sector Training Package.

There is no direct parity with any formal language proficiency ratings or assessment framework, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 4 to 4+.

Application of the Unit

This unit applies to all industry contexts and individuals working in at many different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit may be customised for training delivery and assessment of proficiency in any language. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN3212 Conduct complex oral communication in a language other than English (Japanese).

SITXLAN3201	(Arabic)
SITXLAN3202	(Indonesian)
SITXLAN3203	(Cantonese)
SITXLAN3204	(Dutch)
SITXLAN3205	(Finnish)
SITXLAN3206	(French)
SITXLAN3207	(German)

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SITXLAN3208	(Greek)
SITXLAN3209	(Hindi)
SITXLAN3210	(Hungarian)
SITXLAN3211	(Italian)
SITXLAN3212	(Japanese)
SITXLAN3213	(Korean)
SITXLAN3214	(Malay)
SITXLAN3215	(Mandarin)
SITXLAN3216	(Polish)
SITXLAN3217	(Portuguese)
SITXLAN3218	(Russian)
SITXLAN3219	(Serbian)
SITXLAN3220	(Spanish)
SITXLAN3221	(Swedish)
SITXLAN3222	(Swiss German)
SITXLAN3223	(Taiwanese)
SITXLAN3224	(Thai)
SITXLAN3225	(Turkish)
SITXLAN3226	(Croatian)
SITXLAN3227	(Bosnian)
SITXLAN3228	(Australian Indigenous languages)
SITXLAN3229	(AUSLAN)

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Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Conduct negotiations.	1.1 Establish rapport by using appropriate courtesy protocols, establishing common ground and observing social, cultural and business conventions. 1.2 Provide explanations, information and supporting details relevant to negotiations. 1.3 Use an appropriate range of language functions for negotiations, including introducing formal talk, using turn taking skills, and agreeing and disagreeing tentatively. 1.4 Use appropriate intonation, voice tone and signalling expressions effectively. 1.5 Exchange and agree to information about the subject of the negotiation.
2. Deliver presentations.	2.1 Deliver ***presentations*** in a style that supports its objective and takes account of audience characteristics, occasion and venue. 2.2 Present information in a logical and concise manner using appropriate sequencing and linguistic linking. 2.3 Support presentations with relevant ***public speaking techniques***.
3. Participate in social and cultural	3.1 Use language and language functions appropriate to varied ***social and cultural activities***.

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activities.	3.2 Adapt and modify communication strategies and language functions as required.
4. Provide summaries of oral communication.	4.1 Recognise situations when the services of a professional interpreter are required, and arrange for assistance. 4.2 Convey the purpose and meaning of the original utterance. 4.3 Make appropriate comments between parties to check and clarify meaning. 4.4 Use communication strategies and language functions that support immediate communication.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills in a language other than English to:
  - establish and maintain rapport
  - conduct negotiations
  - provide oral summaries that support immediate communication
  - make presentations and use public speaking techniques
  - participate effectively in social, cultural and workplace activities.

Required knowledge

- social, cultural and business conventions relevant to the language being assessed, including:
  - colloquialisms
  - customs
  - dialect
  - forms of address
  - idiom
  - language conventions
  - protocols and taboos
- cross-cultural communication challenges that may occur when negotiating and solving problems, and how these may be addressed
- aspects of verbal and non-verbal communication that support fluent and unhindered communication in the language being assessed
- technical vocabulary required to support specific workplace activities.

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to:
	• conduct complex workplace oral communications in a language other than English (rare linguistic errors may occur):
	  • establish and maintain rapport during extended interactions, including social activities
	  • make presentations to groups of people
	  • conduct business negotiations
	  • use narrative and descriptive statements
	  • use repetition, clarification and paraphrasing techniques to clarify requirements ,solve problems and conflict and reassure others
	  • provide detailed information and advice in area of work activity
	  • use extended non-verbal communication skills effectively.

Context of and specific resources for assessment	Assessment must ensure use of:
	• a real or simulated workplace activity for which communication in languages other than English is required
	• other people with whom the individual can interact in the relevant language
	• resources that support communication in languages other than English:
	  • dictionaries and phrase books
	  • industry materials, such as menus, timetables and brochures written in languages other than English.

Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • oral assessment of conversational language use direct observation of the individual communicating in a language other than English • use of role play activities that simulate simultaneous language use and customer service activity

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- written or oral questioning to assess cultural knowledge and cross-cultural communication considerations
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- BSBCMM401A Make a presentation
- SITTGDE303 Lead tour groups
- SITTGDE304 Prepare and present tour commentaries or activities
- SITXMGT501 Establish and conduct business relationships.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Presentations may include:

- guiding or interpretive activities
- instructing and training
- presentations at conferences
- promotional activities
- providing complex information on products and services
- sales presentations.

Public speaking techniques may include:

- audience participation
- demonstrations and visual aids
- humour
- non-verbal communication.

Social and cultural activities may include:

- accompanying people to dinner
- conference activities
- meetings
- professional development activities
- tours
- trade fairs.

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Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

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SITXLAN3227 Conduct complex oral communication in a language other than English (Bosnian)

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to conduct complex, creative, routine and non-routine communication in a language other than English. This involves very fluent listening and speaking skills at a high level of complexity to conduct negotiations, make presentations, provide oral summaries in the workplace and participate in social and cultural activities.

The unit does not cover interpreting and translating skills, which are described in units of competency in the PSP04 Public Sector Training Package.

There is no direct parity with any formal language proficiency ratings or assessment framework, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 4 to 4+.

Application of the Unit

This unit applies to all industry contexts and individuals working in at many different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit may be customised for training delivery and assessment of proficiency in any language. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN3212 Conduct complex oral communication in a language other than English (Japanese).

SITXLAN3201	(Arabic)
SITXLAN3202	(Indonesian)
SITXLAN3203	(Cantonese)
SITXLAN3204	(Dutch)
SITXLAN3205	(Finnish)
SITXLAN3206	(French)
SITXLAN3207	(German)

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SITXLAN3208	(Greek)
SITXLAN3209	(Hindi)
SITXLAN3210	(Hungarian)
SITXLAN3211	(Italian)
SITXLAN3212	(Japanese)
SITXLAN3213	(Korean)
SITXLAN3214	(Malay)
SITXLAN3215	(Mandarin)
SITXLAN3216	(Polish)
SITXLAN3217	(Portuguese)
SITXLAN3218	(Russian)
SITXLAN3219	(Serbian)
SITXLAN3220	(Spanish)
SITXLAN3221	(Swedish)
SITXLAN3222	(Swiss German)
SITXLAN3223	(Taiwanese)
SITXLAN3224	(Thai)
SITXLAN3225	(Turkish)
SITXLAN3226	(Croatian)
SITXLAN3227	(Bosnian)
SITXLAN3228	(Australian Indigenous languages)
SITXLAN3229	(AUSLAN)

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Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Conduct negotiations.	1.1 Establish rapport by using appropriate courtesy protocols, establishing common ground and observing social, cultural and business conventions. 1.2 Provide explanations, information and supporting details relevant to negotiations. 1.3 Use an appropriate range of language functions for negotiations, including introducing formal talk, using turn taking skills, and agreeing and disagreeing tentatively. 1.4 Use appropriate intonation, voice tone and signalling expressions effectively. 1.5 Exchange and agree to information about the subject of the negotiation.
2. Deliver presentations.	2.1 Deliver ***presentations*** in a style that supports its objective and takes account of audience characteristics, occasion and venue. 2.2 Present information in a logical and concise manner using appropriate sequencing and linguistic linking. 2.3 Support presentations with relevant ***public speaking techniques***.
3. Participate in social and cultural	3.1 Use language and language functions appropriate to varied ***social and cultural activities***.

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activities.	3.2 Adapt and modify communication strategies and language functions as required.
4. Provide summaries of oral communication.	4.1 Recognise situations when the services of a professional interpreter are required, and arrange for assistance. 4.2 Convey the purpose and meaning of the original utterance. 4.3 Make appropriate comments between parties to check and clarify meaning. 4.4 Use communication strategies and language functions that support immediate communication.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills in a language other than English to:
  - establish and maintain rapport
  - conduct negotiations
  - provide oral summaries that support immediate communication
  - make presentations and use public speaking techniques
  - participate effectively in social, cultural and workplace activities.

Required knowledge

- social, cultural and business conventions relevant to the language being assessed, including:
  - colloquialisms
  - customs
  - dialect
  - forms of address
  - idiom
  - language conventions
  - protocols and taboos
- cross-cultural communication challenges that may occur when negotiating and solving problems, and how these may be addressed
- aspects of verbal and non-verbal communication that support fluent and unhindered communication in the language being assessed
- technical vocabulary required to support specific workplace activities.

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit	Evidence of the ability to:
	• conduct complex workplace oral communications in a language other than English (rare linguistic errors may occur):
	  • establish and maintain rapport during extended interactions, including social activities
	  • make presentations to groups of people
	  • conduct business negotiations
	  • use narrative and descriptive statements
	  • use repetition, clarification and paraphrasing techniques to clarify requirements ,solve problems and conflict and reassure others
	  • provide detailed information and advice in area of work activity
	  • use extended non-verbal communication skills effectively.

Context of and specific resources for assessment	Assessment must ensure use of:
	• a real or simulated workplace activity for which communication in languages other than English is required
	• other people with whom the individual can interact in the relevant language
	• resources that support communication in languages other than English:
	  • dictionaries and phrase books
	  • industry materials, such as menus, timetables and brochures written in languages other than English.

Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • oral assessment of conversational language use direct observation of the individual communicating in a language other than English • use of role play activities that simulate simultaneous language use and customer service activity

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- written or oral questioning to assess cultural knowledge and cross-cultural communication considerations
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- BSBCMM401A Make a presentation
- SITTGDE303 Lead tour groups
- SITTGDE304 Prepare and present tour commentaries or activities
- SITXMGT501 Establish and conduct business relationships.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Presentations may include:

- guiding or interpretive activities
- instructing and training
- presentations at conferences
- promotional activities
- providing complex information on products and services
- sales presentations.

Public speaking techniques may include:

- audience participation
- demonstrations and visual aids
- humour
- non-verbal communication.

Social and cultural activities may include:

- accompanying people to dinner
- conference activities
- meetings
- professional development activities
- tours
- trade fairs.

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Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

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SITXLAN3228 Conduct complex oral communication in a language other than English(Australian Indigenous languages

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to conduct complex, creative, routine and non-routine communication in a language other than English. This involves very fluent listening and speaking skills at a high level of complexity to conduct negotiations, make presentations, provide oral summaries in the workplace and participate in social and cultural activities.

The unit does not cover interpreting and translating skills, which are described in units of competency in the PSP04 Public Sector Training Package.

There is no direct parity with any formal language proficiency ratings or assessment framework, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 4 to 4+.

Application of the Unit

This unit applies to all industry contexts and individuals working in at many different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit may be customised for training delivery and assessment of proficiency in any language. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN3212 Conduct complex oral communication in a language other than English (Japanese).

SITXLAN3201	(Arabic)
SITXLAN3202	(Indonesian)
SITXLAN3203	(Cantonese)
SITXLAN3204	(Dutch)
SITXLAN3205	(Finnish)
SITXLAN3206	(French)
SITXLAN3207	(German)

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SITXLAN3208	(Greek)
SITXLAN3209	(Hindi)
SITXLAN3210	(Hungarian)
SITXLAN3211	(Italian)
SITXLAN3212	(Japanese)
SITXLAN3213	(Korean)
SITXLAN3214	(Malay)
SITXLAN3215	(Mandarin)
SITXLAN3216	(Polish)
SITXLAN3217	(Portuguese)
SITXLAN3218	(Russian)
SITXLAN3219	(Serbian)
SITXLAN3220	(Spanish)
SITXLAN3221	(Swedish)
SITXLAN3222	(Swiss German)
SITXLAN3223	(Taiwanese)
SITXLAN3224	(Thai)
SITXLAN3225	(Turkish)
SITXLAN3226	(Croatian)
SITXLAN3227	(Bosnian)
SITXLAN3228	(Australian Indigenous languages)
SITXLAN3229	(AUSLAN)

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Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Conduct negotiations.	1.1 Establish rapport by using appropriate courtesy protocols, establishing common ground and observing social, cultural and business conventions. 1.2 Provide explanations, information and supporting details relevant to negotiations. 1.3 Use an appropriate range of language functions for negotiations, including introducing formal talk, using turn taking skills, and agreeing and disagreeing tentatively. 1.4 Use appropriate intonation, voice tone and signalling expressions effectively. 1.5 Exchange and agree to information about the subject of the negotiation.
2. Deliver presentations.	2.1 Deliver ***presentations*** in a style that supports its objective and takes account of audience characteristics, occasion and venue. 2.2 Present information in a logical and concise manner using appropriate sequencing and linguistic linking. 2.3 Support presentations with relevant ***public speaking techniques***.
3. Participate in social and cultural	3.1 Use language and language functions appropriate to varied ***social and cultural activities***.

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activities.	3.2 Adapt and modify communication strategies and language functions as required.
4. Provide summaries of oral communication.	4.1 Recognise situations when the services of a professional interpreter are required, and arrange for assistance. 4.2 Convey the purpose and meaning of the original utterance. 4.3 Make appropriate comments between parties to check and clarify meaning. 4.4 Use communication strategies and language functions that support immediate communication.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills in a language other than English to:
  - establish and maintain rapport
  - conduct negotiations
  - provide oral summaries that support immediate communication
  - make presentations and use public speaking techniques
  - participate effectively in social, cultural and workplace activities.

Required knowledge

- social, cultural and business conventions relevant to the language being assessed, including:
  - colloquialisms
  - customs
  - dialect
  - forms of address
  - idiom
  - language conventions
  - protocols and taboos
- cross-cultural communication challenges that may occur when negotiating and solving problems, and how these may be addressed
- aspects of verbal and non-verbal communication that support fluent and unhindered communication in the language being assessed
- technical vocabulary required to support specific workplace activities.

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the ability to:

- conduct complex workplace oral communications in a language other than English (rare linguistic errors may occur):
  - establish and maintain rapport during extended interactions, including social activities
  - make presentations to groups of people
  - conduct business negotiations
  - use narrative and descriptive statements
  - use repetition, clarification and paraphrasing techniques to clarify requirements ,solve problems and conflict and reassure others
  - provide detailed information and advice in area of work activity
  - use extended non-verbal communication skills effectively.

Context of and specific resources for assessment

Assessment must ensure use of:

- a real or simulated workplace activity for which communication in languages other than English is required
- other people with whom the individual can interact in the relevant language
- resources that support communication in languages other than English:
  - dictionaries and phrase books
  - industry materials, such as menus, timetables and brochures written in languages other than English.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- oral assessment of conversational language use direct observation of the individual communicating in a language other than English
- use of role play activities that simulate simultaneous language use and customer service activity

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- written or oral questioning to assess cultural knowledge and cross-cultural communication considerations
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- BSBCMM401A Make a presentation
- SITTGDE303 Lead tour groups
- SITTGDE304 Prepare and present tour commentaries or activities
- SITXMGT501 Establish and conduct business relationships.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Presentations may include:

- guiding or interpretive activities
- instructing and training
- presentations at conferences
- promotional activities
- providing complex information on products and services
- sales presentations.

Public speaking techniques may include:

- audience participation
- demonstrations and visual aids
- humour
- non-verbal communication.

Social and cultural activities may include:

- accompanying people to dinner
- conference activities
- meetings
- professional development activities
- tours
- trade fairs.

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Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

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SITXLAN3229 Conduct complex oral communication in a language other than English (AUSLAN)

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to conduct complex, creative, routine and non-routine communication in a language other than English. This involves very fluent listening and speaking skills at a high level of complexity to conduct negotiations, make presentations, provide oral summaries in the workplace and participate in social and cultural activities.

The unit does not cover interpreting and translating skills, which are described in units of competency in the PSP04 Public Sector Training Package.

There is no direct parity with any formal language proficiency ratings or assessment framework, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 4 to 4+.

Application of the Unit

This unit applies to all industry contexts and individuals working in at many different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit may be customised for training delivery and assessment of proficiency in any language. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN3212 Conduct complex oral communication in a language other than English (Japanese).

SITXLAN3201	(Arabic)
SITXLAN3202	(Indonesian)
SITXLAN3203	(Cantonese)
SITXLAN3204	(Dutch)
SITXLAN3205	(Finnish)
SITXLAN3206	(French)
SITXLAN3207	(German)

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SITXLAN3208	(Greek)
SITXLAN3209	(Hindi)
SITXLAN3210	(Hungarian)
SITXLAN3211	(Italian)
SITXLAN3212	(Japanese)
SITXLAN3213	(Korean)
SITXLAN3214	(Malay)
SITXLAN3215	(Mandarin)
SITXLAN3216	(Polish)
SITXLAN3217	(Portuguese)
SITXLAN3218	(Russian)
SITXLAN3219	(Serbian)
SITXLAN3220	(Spanish)
SITXLAN3221	(Swedish)
SITXLAN3222	(Swiss German)
SITXLAN3223	(Taiwanese)
SITXLAN3224	(Thai)
SITXLAN3225	(Turkish)
SITXLAN3226	(Croatian)
SITXLAN3227	(Bosnian)
SITXLAN3228	(Australian Indigenous languages)
SITXLAN3229	(AUSLAN)

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Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Conduct negotiations.	1.1 Establish rapport by using appropriate courtesy protocols, establishing common ground and observing social, cultural and business conventions. 1.2 Provide explanations, information and supporting details relevant to negotiations. 1.3 Use an appropriate range of language functions for negotiations, including introducing formal talk, using turn taking skills, and agreeing and disagreeing tentatively. 1.4 Use appropriate intonation, voice tone and signalling expressions effectively. 1.5 Exchange and agree to information about the subject of the negotiation.
2. Deliver presentations.	2.1 Deliver ***presentations*** in a style that supports its objective and takes account of audience characteristics, occasion and venue. 2.2 Present information in a logical and concise manner using appropriate sequencing and linguistic linking. 2.3 Support presentations with relevant ***public speaking techniques***.
3. Participate in social and cultural	3.1 Use language and language functions appropriate to varied ***social and cultural activities***.

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activities.	3.2 Adapt and modify communication strategies and language functions as required.
4. Provide summaries of oral communication.	4.1 Recognise situations when the services of a professional interpreter are required, and arrange for assistance. 4.2 Convey the purpose and meaning of the original utterance. 4.3 Make appropriate comments between parties to check and clarify meaning. 4.4 Use communication strategies and language functions that support immediate communication.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- communication skills in a language other than English to:
  - establish and maintain rapport
  - conduct negotiations
  - provide oral summaries that support immediate communication
  - make presentations and use public speaking techniques
  - participate effectively in social, cultural and workplace activities.

Required knowledge

- social, cultural and business conventions relevant to the language being assessed, including:
  - colloquialisms
  - customs
  - dialect
  - forms of address
  - idiom
  - language conventions
  - protocols and taboos
- cross-cultural communication challenges that may occur when negotiating and solving problems, and how these may be addressed
- aspects of verbal and non-verbal communication that support fluent and unhindered communication in the language being assessed
- technical vocabulary required to support specific workplace activities.

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Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the ability to:

- conduct complex workplace oral communications in a language other than English (rare linguistic errors may occur):
  - establish and maintain rapport during extended interactions, including social activities
  - make presentations to groups of people
  - conduct business negotiations
  - use narrative and descriptive statements
  - use repetition, clarification and paraphrasing techniques to clarify requirements ,solve problems and conflict and reassure others
  - provide detailed information and advice in area of work activity
  - use extended non-verbal communication skills effectively.

Context of and specific resources for assessment

Assessment must ensure use of:

- a real or simulated workplace activity for which communication in languages other than English is required
- other people with whom the individual can interact in the relevant language
- resources that support communication in languages other than English:
  - dictionaries and phrase books
  - industry materials, such as menus, timetables and brochures written in languages other than English.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- oral assessment of conversational language use direct observation of the individual communicating in a language other than English
- use of role play activities that simulate simultaneous language use and customer service activity

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- written or oral questioning to assess cultural knowledge and cross-cultural communication considerations
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- BSBCMM401A Make a presentation
- SITTGDE303 Lead tour groups
- SITTGDE304 Prepare and present tour commentaries or activities
- SITXMGT501 Establish and conduct business relationships.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Presentations may include:

- guiding or interpretive activities
- instructing and training
- presentations at conferences
- promotional activities
- providing complex information on products and services
- sales presentations.

Public speaking techniques may include:

- audience participation
- demonstrations and visual aids
- humour
- non-verbal communication.

Social and cultural activities may include:

- accompanying people to dinner
- conference activities
- meetings
- professional development activities
- tours
- trade fairs.

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Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

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SITXLAN3301 Read and write information in a language other than English (Arabic)

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to read and write workplace information in a language other than English. It covers reading a range of documents and writing routine documents, such as letters and brief reports.

The unit does not cover interpreting and translating skills, which are described in units of competency in the PSP04 Public Sector Training Package.

There is no direct parity with any formal language proficiency ratings or assessment framework, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 3.

Application of the Unit

This unit applies to all industry contexts and individuals working at many different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit may be customised for training delivery and assessment of proficiency in any language. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN3302 Read and write information in a language other than English (Indonesian).

SITXLAN3301	(Arabic)
SITXLAN3302	(Indonesian)
SITXLAN3303	(Cantonese)
SITXLAN3304	(Dutch)
SITXLAN3305	(Finnish)
SITXLAN3306	(French)
SITXLAN3307	(German)
SITXLAN3308	(Greek)

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SITXLAN3309	(Hindi)
SITXLAN3310	(Hungarian)
SITXLAN3311	(Italian)
SITXLAN3312	(Japanese)
SITXLAN3313	(Korean)
SITXLAN3314	(Malay)
SITXLAN3315	(Mandarin)
SITXLAN3316	(Polish)
SITXLAN3317	(Portuguese)
SITXLAN3318	(Russian)
SITXLAN3319	(Serbian)
SITXLAN3320	(Spanish)
SITXLAN3321	(Swedish)
SITXLAN3322	(Swiss German)
SITXLAN3323	(Taiwanese)
SITXLAN3324	(Thai)
SITXLAN3325	(Turkish)
SITXLAN3326	(Croatian)
SITXLAN3327	(Bosnian)
SITXLAN3328	(Australian Indigenous languages)
SITXLAN3329	(AUSLAN)

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

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Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Read and understand workplace documents.	1.1 Read and understand ***routine and non routine workplace documents***. 1.2 Interpret accompanying ***visual information*** to support comprehension. 1.3 Identify main ideas, key facts and requirements. 1.4 Identify and take account of document tone and purpose. 1.5 Act on information and respond to requests, seeking assistance where required.
2. Write simple routine workplace documents.	2.1 Prepare accurate ***routine workplace documents*** using key words, phrases, simple sentences and visual aids as required. 2.2 Clearly and accurately convey main ideas, facts and details in written text. 2.3 Provide clear ***written directions and instructions*** in a correctly ordered sequence. 2.4 Support written communication with use of appropriately sequenced expressions and questions that help define or clarify the goal. 2.5 Write information in appropriate place on standard forms. 2.6 Adhere to workplace and cultural conventions and protocols when preparing written documents. 2.7 Provide written responses to documents in an appropriate form and tone.

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Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- literacy skills in a language other than English to:
  - read and interpret documents to:
    - identify purpose, main ideas, key issues and facts, writer attitude and mood
    - determine type of response and action required
  - write routine workplace documents using appropriate language and cultural conventions.

Required knowledge

- linguistic knowledge and writing conventions for the language being assessed, including:
  - grammar, spelling and punctuation conventions
  - features specific to the language, including vocabulary and sentence structure
- technical vocabulary required to support specific workplace activities.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the ability to:

- read and write workplace information in a language other than English:
  - understand and identify document purpose, main ideas, key issues, facts, attitude and tone of written texts (some use of a dictionary may be made but infrequently)
  - understand meaning with reasonable accuracy when reading texts related to straightforward everyday situations
  - use linguistic knowledge and skills to communicate meaning effectively in routine workplace documents (some errors may occur in writing, provided facts are not distorted and meaning is clear):
    - answering queries about products and services
    - conducting simple product and service transactions

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- providing factual information
- responding to requests for general assistance and factual information.

Context of and specific resources for assessment

Assessment must ensure use of:

- a real or simulated workplace activity where written communication in languages other than English is required
- industry materials, such as routine reports, workplace documents and informational materials written in languages other than English.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- review of written communications prepared by the individual
- written or oral questioning to assess the individual's ability to read and interpret workplace documents written in a language other than English
- written or oral questioning to assess cultural knowledge and cross-cultural communication considerations
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- SITTTSL304 Prepare quotations
- SITTTSL307 Process travel-related documentation.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Routine and non-routine workplace documents required to be read and understood may include:

- brochures and promotional material
- conference programs
- correspondence:
  - emails

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	• faxes • letters • memos • menus and wine lists • reports • reservations information • schedules and itineraries.
Visual information may include:	• diagrams • forms • labels • maps • signs • tickets.
Routine workplace documents may include:	• brief reports • complaint responses • correspondence: • emails • faxes • letters • responses to requests for routine information • thank you letters and invitations.
Written directions and instructions may include:	• general information on work health and safety rules • how to use simple equipment.

Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

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SITXLAN3302 Read and write information in a language other than English (Indonesian)

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to read and write workplace information in a language other than English. It covers reading a range of documents and writing routine documents, such as letters and brief reports.

The unit does not cover interpreting and translating skills, which are described in units of competency in the PSP04 Public Sector Training Package.

There is no direct parity with any formal language proficiency ratings or assessment framework, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 3.

Application of the Unit

This unit applies to all industry contexts and individuals working at many different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit may be customised for training delivery and assessment of proficiency in any language. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN3302 Read and write information in a language other than English (Indonesian).

SITXLAN3301	(Arabic)
SITXLAN3302	(Indonesian)
SITXLAN3303	(Cantonese)
SITXLAN3304	(Dutch)
SITXLAN3305	(Finnish)
SITXLAN3306	(French)
SITXLAN3307	(German)
SITXLAN3308	(Greek)

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SITXLAN3309	(Hindi)
SITXLAN3310	(Hungarian)
SITXLAN3311	(Italian)
SITXLAN3312	(Japanese)
SITXLAN3313	(Korean)
SITXLAN3314	(Malay)
SITXLAN3315	(Mandarin)
SITXLAN3316	(Polish)
SITXLAN3317	(Portuguese)
SITXLAN3318	(Russian)
SITXLAN3319	(Serbian)
SITXLAN3320	(Spanish)
SITXLAN3321	(Swedish)
SITXLAN3322	(Swiss German)
SITXLAN3323	(Taiwanese)
SITXLAN3324	(Thai)
SITXLAN3325	(Turkish)
SITXLAN3326	(Croatian)
SITXLAN3327	(Bosnian)
SITXLAN3328	(Australian Indigenous languages)
SITXLAN3329	(AUSLAN)

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

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Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Read and understand workplace documents.	1.1 Read and understand ***routine and non routine workplace documents***. 1.2 Interpret accompanying ***visual information*** to support comprehension. 1.3 Identify main ideas, key facts and requirements. 1.4 Identify and take account of document tone and purpose. 1.5 Act on information and respond to requests, seeking assistance where required.
2. Write simple routine workplace documents.	2.1 Prepare accurate ***routine workplace documents*** using key words, phrases, simple sentences and visual aids as required. 2.2 Clearly and accurately convey main ideas, facts and details in written text. 2.3 Provide clear ***written directions and instructions*** in a correctly ordered sequence. 2.4 Support written communication with use of appropriately sequenced expressions and questions that help define or clarify the goal. 2.5 Write information in appropriate place on standard forms. 2.6 Adhere to workplace and cultural conventions and protocols when preparing written documents. 2.7 Provide written responses to documents in an appropriate form and tone.

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Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- literacy skills in a language other than English to:
  - read and interpret documents to:
    - identify purpose, main ideas, key issues and facts, writer attitude and mood
    - determine type of response and action required
  - write routine workplace documents using appropriate language and cultural conventions.

Required knowledge

- linguistic knowledge and writing conventions for the language being assessed, including:
  - grammar, spelling and punctuation conventions
  - features specific to the language, including vocabulary and sentence structure
- technical vocabulary required to support specific workplace activities.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the ability to:

- read and write workplace information in a language other than English:
  - understand and identify document purpose, main ideas, key issues, facts, attitude and tone of written texts (some use of a dictionary may be made but infrequently)
  - understand meaning with reasonable accuracy when reading texts related to straightforward everyday situations
  - use linguistic knowledge and skills to communicate meaning effectively in routine workplace documents (some errors may occur in writing, provided facts are not distorted and meaning is clear):
    - answering queries about products and services
    - conducting simple product and service transactions

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- providing factual information
- responding to requests for general assistance and factual information.

Context of and specific resources for assessment

Assessment must ensure use of:

- a real or simulated workplace activity where written communication in languages other than English is required
- industry materials, such as routine reports, workplace documents and informational materials written in languages other than English.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- review of written communications prepared by the individual
- written or oral questioning to assess the individual's ability to read and interpret workplace documents written in a language other than English
- written or oral questioning to assess cultural knowledge and cross-cultural communication considerations
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- SITTTSL304 Prepare quotations
- SITTTSL307 Process travel-related documentation.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Routine and non-routine workplace documents required to be read and understood may include:

- brochures and promotional material
- conference programs
- correspondence:
  - emails

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	• faxes • letters • memos • menus and wine lists • reports • reservations information • schedules and itineraries.
Visual information may include:	• diagrams • forms • labels • maps • signs • tickets.
Routine workplace documents may include:	• brief reports • complaint responses • correspondence: • emails • faxes • letters • responses to requests for routine information • thank you letters and invitations.
Written directions and instructions may include:	• general information on work health and safety rules • how to use simple equipment.

Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

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SITXLAN3304 Read and write information in a language other than English (Dutch)

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to read and write workplace information in a language other than English. It covers reading a range of documents and writing routine documents, such as letters and brief reports.

The unit does not cover interpreting and translating skills, which are described in units of competency in the PSP04 Public Sector Training Package.

There is no direct parity with any formal language proficiency ratings or assessment framework, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 3.

Application of the Unit

This unit applies to all industry contexts and individuals working at many different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit may be customised for training delivery and assessment of proficiency in any language. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN3302 Read and write information in a language other than English (Indonesian).

SITXLAN3301	(Arabic)
SITXLAN3302	(Indonesian)
SITXLAN3303	(Cantonese)
SITXLAN3304	(Dutch)
SITXLAN3305	(Finnish)
SITXLAN3306	(French)
SITXLAN3307	(German)
SITXLAN3308	(Greek)

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SITXLAN3309	(Hindi)
SITXLAN3310	(Hungarian)
SITXLAN3311	(Italian)
SITXLAN3312	(Japanese)
SITXLAN3313	(Korean)
SITXLAN3314	(Malay)
SITXLAN3315	(Mandarin)
SITXLAN3316	(Polish)
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SITXLAN3322	(Swiss German)
SITXLAN3323	(Taiwanese)
SITXLAN3324	(Thai)
SITXLAN3325	(Turkish)
SITXLAN3326	(Croatian)
SITXLAN3327	(Bosnian)
SITXLAN3328	(Australian Indigenous languages)
SITXLAN3329	(AUSLAN)

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

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Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Read and understand workplace documents.	1.1 Read and understand ***routine and non routine workplace documents***. 1.2 Interpret accompanying ***visual information*** to support comprehension. 1.3 Identify main ideas, key facts and requirements. 1.4 Identify and take account of document tone and purpose. 1.5 Act on information and respond to requests, seeking assistance where required.
2. Write simple routine workplace documents.	2.1 Prepare accurate ***routine workplace documents*** using key words, phrases, simple sentences and visual aids as required. 2.2 Clearly and accurately convey main ideas, facts and details in written text. 2.3 Provide clear ***written directions and instructions*** in a correctly ordered sequence. 2.4 Support written communication with use of appropriately sequenced expressions and questions that help define or clarify the goal. 2.5 Write information in appropriate place on standard forms. 2.6 Adhere to workplace and cultural conventions and protocols when preparing written documents. 2.7 Provide written responses to documents in an appropriate form and tone.

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Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- literacy skills in a language other than English to:
  - read and interpret documents to:
    - identify purpose, main ideas, key issues and facts, writer attitude and mood
    - determine type of response and action required
  - write routine workplace documents using appropriate language and cultural conventions.

Required knowledge

- linguistic knowledge and writing conventions for the language being assessed, including:
  - grammar, spelling and punctuation conventions
  - features specific to the language, including vocabulary and sentence structure
- technical vocabulary required to support specific workplace activities.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the ability to:

- read and write workplace information in a language other than English:
  - understand and identify document purpose, main ideas, key issues, facts, attitude and tone of written texts (some use of a dictionary may be made but infrequently)
  - understand meaning with reasonable accuracy when reading texts related to straightforward everyday situations
  - use linguistic knowledge and skills to communicate meaning effectively in routine workplace documents (some errors may occur in writing, provided facts are not distorted and meaning is clear):
    - answering queries about products and services
    - conducting simple product and service transactions

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- providing factual information
- responding to requests for general assistance and factual information.

Context of and specific resources for assessment

Assessment must ensure use of:

- a real or simulated workplace activity where written communication in languages other than English is required
- industry materials, such as routine reports, workplace documents and informational materials written in languages other than English.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- review of written communications prepared by the individual
- written or oral questioning to assess the individual's ability to read and interpret workplace documents written in a language other than English
- written or oral questioning to assess cultural knowledge and cross-cultural communication considerations
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- SITTTSL304 Prepare quotations
- SITTTSL307 Process travel-related documentation.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Routine and non-routine workplace documents required to be read and understood may include:

- brochures and promotional material
- conference programs
- correspondence:
  - emails

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	• faxes • letters • memos • menus and wine lists • reports • reservations information • schedules and itineraries.
Visual information may include:	• diagrams • forms • labels • maps • signs • tickets.
Routine workplace documents may include:	• brief reports • complaint responses • correspondence: • emails • faxes • letters • responses to requests for routine information • thank you letters and invitations.
Written directions and instructions may include:	• general information on work health and safety rules • how to use simple equipment.

Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

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SITXLAN3305 Read and write information in a language other than English (Finnish)

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to read and write workplace information in a language other than English. It covers reading a range of documents and writing routine documents, such as letters and brief reports.

The unit does not cover interpreting and translating skills, which are described in units of competency in the PSP04 Public Sector Training Package.

There is no direct parity with any formal language proficiency ratings or assessment framework, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 3.

Application of the Unit

This unit applies to all industry contexts and individuals working at many different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit may be customised for training delivery and assessment of proficiency in any language. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN3302 Read and write information in a language other than English (Indonesian).

SITXLAN3301	(Arabic)
SITXLAN3302	(Indonesian)
SITXLAN3303	(Cantonese)
SITXLAN3304	(Dutch)
SITXLAN3305	(Finnish)
SITXLAN3306	(French)
SITXLAN3307	(German)
SITXLAN3308	(Greek)

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SITXLAN3309	(Hindi)
SITXLAN3310	(Hungarian)
SITXLAN3311	(Italian)
SITXLAN3312	(Japanese)
SITXLAN3313	(Korean)
SITXLAN3314	(Malay)
SITXLAN3315	(Mandarin)
SITXLAN3316	(Polish)
SITXLAN3317	(Portuguese)
SITXLAN3318	(Russian)
SITXLAN3319	(Serbian)
SITXLAN3320	(Spanish)
SITXLAN3321	(Swedish)
SITXLAN3322	(Swiss German)
SITXLAN3323	(Taiwanese)
SITXLAN3324	(Thai)
SITXLAN3325	(Turkish)
SITXLAN3326	(Croatian)
SITXLAN3327	(Bosnian)
SITXLAN3328	(Australian Indigenous languages)
SITXLAN3329	(AUSLAN)

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

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Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Read and understand workplace documents.	1.1 Read and understand ***routine and non routine workplace documents***. 1.2 Interpret accompanying ***visual information*** to support comprehension. 1.3 Identify main ideas, key facts and requirements. 1.4 Identify and take account of document tone and purpose. 1.5 Act on information and respond to requests, seeking assistance where required.
2. Write simple routine workplace documents.	2.1 Prepare accurate ***routine workplace documents*** using key words, phrases, simple sentences and visual aids as required. 2.2 Clearly and accurately convey main ideas, facts and details in written text. 2.3 Provide clear ***written directions and instructions*** in a correctly ordered sequence. 2.4 Support written communication with use of appropriately sequenced expressions and questions that help define or clarify the goal. 2.5 Write information in appropriate place on standard forms. 2.6 Adhere to workplace and cultural conventions and protocols when preparing written documents. 2.7 Provide written responses to documents in an appropriate form and tone.

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Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- literacy skills in a language other than English to:
  - read and interpret documents to:
    - identify purpose, main ideas, key issues and facts, writer attitude and mood
    - determine type of response and action required
  - write routine workplace documents using appropriate language and cultural conventions.

Required knowledge

- linguistic knowledge and writing conventions for the language being assessed, including:
  - grammar, spelling and punctuation conventions
  - features specific to the language, including vocabulary and sentence structure
- technical vocabulary required to support specific workplace activities.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the ability to:

- read and write workplace information in a language other than English:
  - understand and identify document purpose, main ideas, key issues, facts, attitude and tone of written texts (some use of a dictionary may be made but infrequently)
  - understand meaning with reasonable accuracy when reading texts related to straightforward everyday situations
  - use linguistic knowledge and skills to communicate meaning effectively in routine workplace documents (some errors may occur in writing, provided facts are not distorted and meaning is clear):
    - answering queries about products and services
    - conducting simple product and service transactions

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- providing factual information
- responding to requests for general assistance and factual information.

Context of and specific resources for assessment

Assessment must ensure use of:

- a real or simulated workplace activity where written communication in languages other than English is required
- industry materials, such as routine reports, workplace documents and informational materials written in languages other than English.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- review of written communications prepared by the individual
- written or oral questioning to assess the individual's ability to read and interpret workplace documents written in a language other than English
- written or oral questioning to assess cultural knowledge and cross-cultural communication considerations
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- SITTTSL304 Prepare quotations
- SITTTSL307 Process travel-related documentation.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Routine and non-routine workplace documents required to be read and understood may include:

- brochures and promotional material
- conference programs
- correspondence:
  - emails

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	• faxes • letters • memos • menus and wine lists • reports • reservations information • schedules and itineraries.
Visual information may include:	• diagrams • forms • labels • maps • signs • tickets.
Routine workplace documents may include:	• brief reports • complaint responses • correspondence: • emails • faxes • letters • responses to requests for routine information • thank you letters and invitations.
Written directions and instructions may include:	• general information on work health and safety rules • how to use simple equipment.

Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

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SITXLAN3306 Read and write information in a language other than English (French)

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to read and write workplace information in a language other than English. It covers reading a range of documents and writing routine documents, such as letters and brief reports.

The unit does not cover interpreting and translating skills, which are described in units of competency in the PSP04 Public Sector Training Package.

There is no direct parity with any formal language proficiency ratings or assessment framework, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 3.

Application of the Unit

This unit applies to all industry contexts and individuals working at many different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit may be customised for training delivery and assessment of proficiency in any language. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN3302 Read and write information in a language other than English (Indonesian).

SITXLAN3301	(Arabic)
SITXLAN3302	(Indonesian)
SITXLAN3303	(Cantonese)
SITXLAN3304	(Dutch)
SITXLAN3305	(Finnish)
SITXLAN3306	(French)
SITXLAN3307	(German)
SITXLAN3308	(Greek)

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SITXLAN3309	(Hindi)
SITXLAN3310	(Hungarian)
SITXLAN3311	(Italian)
SITXLAN3312	(Japanese)
SITXLAN3313	(Korean)
SITXLAN3314	(Malay)
SITXLAN3315	(Mandarin)
SITXLAN3316	(Polish)
SITXLAN3317	(Portuguese)
SITXLAN3318	(Russian)
SITXLAN3319	(Serbian)
SITXLAN3320	(Spanish)
SITXLAN3321	(Swedish)
SITXLAN3322	(Swiss German)
SITXLAN3323	(Taiwanese)
SITXLAN3324	(Thai)
SITXLAN3325	(Turkish)
SITXLAN3326	(Croatian)
SITXLAN3327	(Bosnian)
SITXLAN3328	(Australian Indigenous languages)
SITXLAN3329	(AUSLAN)

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

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Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Read and understand workplace documents.	1.1 Read and understand ***routine and non routine workplace documents***. 1.2 Interpret accompanying ***visual information*** to support comprehension. 1.3 Identify main ideas, key facts and requirements. 1.4 Identify and take account of document tone and purpose. 1.5 Act on information and respond to requests, seeking assistance where required.
2. Write simple routine workplace documents.	2.1 Prepare accurate ***routine workplace documents*** using key words, phrases, simple sentences and visual aids as required. 2.2 Clearly and accurately convey main ideas, facts and details in written text. 2.3 Provide clear ***written directions and instructions*** in a correctly ordered sequence. 2.4 Support written communication with use of appropriately sequenced expressions and questions that help define or clarify the goal. 2.5 Write information in appropriate place on standard forms. 2.6 Adhere to workplace and cultural conventions and protocols when preparing written documents. 2.7 Provide written responses to documents in an appropriate form and tone.

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Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- literacy skills in a language other than English to:
  - read and interpret documents to:
    - identify purpose, main ideas, key issues and facts, writer attitude and mood
    - determine type of response and action required
  - write routine workplace documents using appropriate language and cultural conventions.

Required knowledge

- linguistic knowledge and writing conventions for the language being assessed, including:
  - grammar, spelling and punctuation conventions
  - features specific to the language, including vocabulary and sentence structure
- technical vocabulary required to support specific workplace activities.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the ability to:

- read and write workplace information in a language other than English:
  - understand and identify document purpose, main ideas, key issues, facts, attitude and tone of written texts (some use of a dictionary may be made but infrequently)
  - understand meaning with reasonable accuracy when reading texts related to straightforward everyday situations
  - use linguistic knowledge and skills to communicate meaning effectively in routine workplace documents (some errors may occur in writing, provided facts are not distorted and meaning is clear):
    - answering queries about products and services
    - conducting simple product and service transactions

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- providing factual information
- responding to requests for general assistance and factual information.

Context of and specific resources for assessment

Assessment must ensure use of:

- a real or simulated workplace activity where written communication in languages other than English is required
- industry materials, such as routine reports, workplace documents and informational materials written in languages other than English.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- review of written communications prepared by the individual
- written or oral questioning to assess the individual's ability to read and interpret workplace documents written in a language other than English
- written or oral questioning to assess cultural knowledge and cross-cultural communication considerations
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- SITTTSL304 Prepare quotations
- SITTTSL307 Process travel-related documentation.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Routine and non-routine workplace documents required to be read and understood may include:

- brochures and promotional material
- conference programs
- correspondence:
  - emails

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	• faxes • letters • memos • menus and wine lists • reports • reservations information • schedules and itineraries.
Visual information may include:	• diagrams • forms • labels • maps • signs • tickets.

Routine workplace documents may include:	• brief reports
	• complaint responses
	• correspondence:
	  • emails
	  • faxes
	  • letters
	• responses to requests for routine information
	• thank you letters and invitations.

Written directions and instructions may include:	• general information on work health and safety rules • how to use simple equipment.

Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

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SITXLAN3307 Read and write information in a language other than English (German)

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to read and write workplace information in a language other than English. It covers reading a range of documents and writing routine documents, such as letters and brief reports.

The unit does not cover interpreting and translating skills, which are described in units of competency in the PSP04 Public Sector Training Package.

There is no direct parity with any formal language proficiency ratings or assessment framework, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 3.

Application of the Unit

This unit applies to all industry contexts and individuals working at many different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit may be customised for training delivery and assessment of proficiency in any language. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN3302 Read and write information in a language other than English (Indonesian).

SITXLAN3301	(Arabic)
SITXLAN3302	(Indonesian)
SITXLAN3303	(Cantonese)
SITXLAN3304	(Dutch)
SITXLAN3305	(Finnish)
SITXLAN3306	(French)
SITXLAN3307	(German)
SITXLAN3308	(Greek)

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SITXLAN3309	(Hindi)
SITXLAN3310	(Hungarian)
SITXLAN3311	(Italian)
SITXLAN3312	(Japanese)
SITXLAN3313	(Korean)
SITXLAN3314	(Malay)
SITXLAN3315	(Mandarin)
SITXLAN3316	(Polish)
SITXLAN3317	(Portuguese)
SITXLAN3318	(Russian)
SITXLAN3319	(Serbian)
SITXLAN3320	(Spanish)
SITXLAN3321	(Swedish)
SITXLAN3322	(Swiss German)
SITXLAN3323	(Taiwanese)
SITXLAN3324	(Thai)
SITXLAN3325	(Turkish)
SITXLAN3326	(Croatian)
SITXLAN3327	(Bosnian)
SITXLAN3328	(Australian Indigenous languages)
SITXLAN3329	(AUSLAN)

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

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Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Read and understand workplace documents.	1.1 Read and understand ***routine and non routine workplace documents***. 1.2 Interpret accompanying ***visual information*** to support comprehension. 1.3 Identify main ideas, key facts and requirements. 1.4 Identify and take account of document tone and purpose. 1.5 Act on information and respond to requests, seeking assistance where required.
2. Write simple routine workplace documents.	2.1 Prepare accurate ***routine workplace documents*** using key words, phrases, simple sentences and visual aids as required. 2.2 Clearly and accurately convey main ideas, facts and details in written text. 2.3 Provide clear ***written directions and instructions*** in a correctly ordered sequence. 2.4 Support written communication with use of appropriately sequenced expressions and questions that help define or clarify the goal. 2.5 Write information in appropriate place on standard forms. 2.6 Adhere to workplace and cultural conventions and protocols when preparing written documents. 2.7 Provide written responses to documents in an appropriate form and tone.

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Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- literacy skills in a language other than English to:
  - read and interpret documents to:
    - identify purpose, main ideas, key issues and facts, writer attitude and mood
    - determine type of response and action required
  - write routine workplace documents using appropriate language and cultural conventions.

Required knowledge

- linguistic knowledge and writing conventions for the language being assessed, including:
  - grammar, spelling and punctuation conventions
  - features specific to the language, including vocabulary and sentence structure
- technical vocabulary required to support specific workplace activities.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the ability to:

- read and write workplace information in a language other than English:
  - understand and identify document purpose, main ideas, key issues, facts, attitude and tone of written texts (some use of a dictionary may be made but infrequently)
  - understand meaning with reasonable accuracy when reading texts related to straightforward everyday situations
  - use linguistic knowledge and skills to communicate meaning effectively in routine workplace documents (some errors may occur in writing, provided facts are not distorted and meaning is clear):
    - answering queries about products and services
    - conducting simple product and service transactions

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- providing factual information
- responding to requests for general assistance and factual information.

Context of and specific resources for assessment

Assessment must ensure use of:

- a real or simulated workplace activity where written communication in languages other than English is required
- industry materials, such as routine reports, workplace documents and informational materials written in languages other than English.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- review of written communications prepared by the individual
- written or oral questioning to assess the individual's ability to read and interpret workplace documents written in a language other than English
- written or oral questioning to assess cultural knowledge and cross-cultural communication considerations
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- SITTTSL304 Prepare quotations
- SITTTSL307 Process travel-related documentation.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Routine and non-routine workplace documents required to be read and understood may include:

- brochures and promotional material
- conference programs
- correspondence:
  - emails

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	• faxes • letters • memos • menus and wine lists • reports • reservations information • schedules and itineraries.
Visual information may include:	• diagrams • forms • labels • maps • signs • tickets.
Routine workplace documents may include:	• brief reports • complaint responses • correspondence: • emails • faxes • letters • responses to requests for routine information • thank you letters and invitations.
Written directions and instructions may include:	• general information on work health and safety rules • how to use simple equipment.

Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

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SITXLAN3308 Read and write information in a language other than English (Greek)

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to read and write workplace information in a language other than English. It covers reading a range of documents and writing routine documents, such as letters and brief reports.

The unit does not cover interpreting and translating skills, which are described in units of competency in the PSP04 Public Sector Training Package.

There is no direct parity with any formal language proficiency ratings or assessment framework, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 3.

Application of the Unit

This unit applies to all industry contexts and individuals working at many different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit may be customised for training delivery and assessment of proficiency in any language. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN3302 Read and write information in a language other than English (Indonesian).

SITXLAN3301	(Arabic)
SITXLAN3302	(Indonesian)
SITXLAN3303	(Cantonese)
SITXLAN3304	(Dutch)
SITXLAN3305	(Finnish)
SITXLAN3306	(French)
SITXLAN3307	(German)
SITXLAN3308	(Greek)

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SITXLAN3309	(Hindi)
SITXLAN3310	(Hungarian)
SITXLAN3311	(Italian)
SITXLAN3312	(Japanese)
SITXLAN3313	(Korean)
SITXLAN3314	(Malay)
SITXLAN3315	(Mandarin)
SITXLAN3316	(Polish)
SITXLAN3317	(Portuguese)
SITXLAN3318	(Russian)
SITXLAN3319	(Serbian)
SITXLAN3320	(Spanish)
SITXLAN3321	(Swedish)
SITXLAN3322	(Swiss German)
SITXLAN3323	(Taiwanese)
SITXLAN3324	(Thai)
SITXLAN3325	(Turkish)
SITXLAN3326	(Croatian)
SITXLAN3327	(Bosnian)
SITXLAN3328	(Australian Indigenous languages)
SITXLAN3329	(AUSLAN)

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

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Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Read and understand workplace documents.	1.1 Read and understand ***routine and non routine workplace documents***. 1.2 Interpret accompanying ***visual information*** to support comprehension. 1.3 Identify main ideas, key facts and requirements. 1.4 Identify and take account of document tone and purpose. 1.5 Act on information and respond to requests, seeking assistance where required.
2. Write simple routine workplace documents.	2.1 Prepare accurate ***routine workplace documents*** using key words, phrases, simple sentences and visual aids as required. 2.2 Clearly and accurately convey main ideas, facts and details in written text. 2.3 Provide clear ***written directions and instructions*** in a correctly ordered sequence. 2.4 Support written communication with use of appropriately sequenced expressions and questions that help define or clarify the goal. 2.5 Write information in appropriate place on standard forms. 2.6 Adhere to workplace and cultural conventions and protocols when preparing written documents. 2.7 Provide written responses to documents in an appropriate form and tone.

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Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- literacy skills in a language other than English to:
  - read and interpret documents to:
    - identify purpose, main ideas, key issues and facts, writer attitude and mood
    - determine type of response and action required
  - write routine workplace documents using appropriate language and cultural conventions.

Required knowledge

- linguistic knowledge and writing conventions for the language being assessed, including:
  - grammar, spelling and punctuation conventions
  - features specific to the language, including vocabulary and sentence structure
- technical vocabulary required to support specific workplace activities.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the ability to:

- read and write workplace information in a language other than English:
  - understand and identify document purpose, main ideas, key issues, facts, attitude and tone of written texts (some use of a dictionary may be made but infrequently)
  - understand meaning with reasonable accuracy when reading texts related to straightforward everyday situations
  - use linguistic knowledge and skills to communicate meaning effectively in routine workplace documents (some errors may occur in writing, provided facts are not distorted and meaning is clear):
    - answering queries about products and services
    - conducting simple product and service transactions

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- providing factual information
- responding to requests for general assistance and factual information.

Context of and specific resources for assessment

Assessment must ensure use of:

- a real or simulated workplace activity where written communication in languages other than English is required
- industry materials, such as routine reports, workplace documents and informational materials written in languages other than English.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- review of written communications prepared by the individual
- written or oral questioning to assess the individual's ability to read and interpret workplace documents written in a language other than English
- written or oral questioning to assess cultural knowledge and cross-cultural communication considerations
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- SITTTSL304 Prepare quotations
- SITTTSL307 Process travel-related documentation.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Routine and non-routine workplace documents required to be read and understood may include:

- brochures and promotional material
- conference programs
- correspondence:
  - emails

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	• faxes • letters • memos • menus and wine lists • reports • reservations information • schedules and itineraries.
Visual information may include:	• diagrams • forms • labels • maps • signs • tickets.
Routine workplace documents may include:	• brief reports • complaint responses • correspondence: • emails • faxes • letters • responses to requests for routine information • thank you letters and invitations.
Written directions and instructions may include:	• general information on work health and safety rules • how to use simple equipment.

Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

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SITXLAN3309 Read and write information in a language other than English (Hindi)

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to read and write workplace information in a language other than English. It covers reading a range of documents and writing routine documents, such as letters and brief reports.

The unit does not cover interpreting and translating skills, which are described in units of competency in the PSP04 Public Sector Training Package.

There is no direct parity with any formal language proficiency ratings or assessment framework, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 3.

Application of the Unit

This unit applies to all industry contexts and individuals working at many different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit may be customised for training delivery and assessment of proficiency in any language. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN3302 Read and write information in a language other than English (Indonesian).

SITXLAN3301	(Arabic)
SITXLAN3302	(Indonesian)
SITXLAN3303	(Cantonese)
SITXLAN3304	(Dutch)
SITXLAN3305	(Finnish)
SITXLAN3306	(French)
SITXLAN3307	(German)
SITXLAN3308	(Greek)

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SITXLAN3309	(Hindi)
SITXLAN3310	(Hungarian)
SITXLAN3311	(Italian)
SITXLAN3312	(Japanese)
SITXLAN3313	(Korean)
SITXLAN3314	(Malay)
SITXLAN3315	(Mandarin)
SITXLAN3316	(Polish)
SITXLAN3317	(Portuguese)
SITXLAN3318	(Russian)
SITXLAN3319	(Serbian)
SITXLAN3320	(Spanish)
SITXLAN3321	(Swedish)
SITXLAN3322	(Swiss German)
SITXLAN3323	(Taiwanese)
SITXLAN3324	(Thai)
SITXLAN3325	(Turkish)
SITXLAN3326	(Croatian)
SITXLAN3327	(Bosnian)
SITXLAN3328	(Australian Indigenous languages)
SITXLAN3329	(AUSLAN)

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

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Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Read and understand workplace documents.	1.1 Read and understand ***routine and non routine workplace documents***. 1.2 Interpret accompanying ***visual information*** to support comprehension. 1.3 Identify main ideas, key facts and requirements. 1.4 Identify and take account of document tone and purpose. 1.5 Act on information and respond to requests, seeking assistance where required.
2. Write simple routine workplace documents.	2.1 Prepare accurate ***routine workplace documents*** using key words, phrases, simple sentences and visual aids as required. 2.2 Clearly and accurately convey main ideas, facts and details in written text. 2.3 Provide clear ***written directions and instructions*** in a correctly ordered sequence. 2.4 Support written communication with use of appropriately sequenced expressions and questions that help define or clarify the goal. 2.5 Write information in appropriate place on standard forms. 2.6 Adhere to workplace and cultural conventions and protocols when preparing written documents. 2.7 Provide written responses to documents in an appropriate form and tone.

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Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- literacy skills in a language other than English to:
  - read and interpret documents to:
    - identify purpose, main ideas, key issues and facts, writer attitude and mood
    - determine type of response and action required
  - write routine workplace documents using appropriate language and cultural conventions.

Required knowledge

- linguistic knowledge and writing conventions for the language being assessed, including:
  - grammar, spelling and punctuation conventions
  - features specific to the language, including vocabulary and sentence structure
- technical vocabulary required to support specific workplace activities.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the ability to:

- read and write workplace information in a language other than English:
  - understand and identify document purpose, main ideas, key issues, facts, attitude and tone of written texts (some use of a dictionary may be made but infrequently)
  - understand meaning with reasonable accuracy when reading texts related to straightforward everyday situations
  - use linguistic knowledge and skills to communicate meaning effectively in routine workplace documents (some errors may occur in writing, provided facts are not distorted and meaning is clear):
    - answering queries about products and services
    - conducting simple product and service transactions

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- providing factual information
- responding to requests for general assistance and factual information.

Context of and specific resources for assessment

Assessment must ensure use of:

- a real or simulated workplace activity where written communication in languages other than English is required
- industry materials, such as routine reports, workplace documents and informational materials written in languages other than English.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- review of written communications prepared by the individual
- written or oral questioning to assess the individual's ability to read and interpret workplace documents written in a language other than English
- written or oral questioning to assess cultural knowledge and cross-cultural communication considerations
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- SITTTSL304 Prepare quotations
- SITTTSL307 Process travel-related documentation.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Routine and non-routine workplace documents required to be read and understood may include:

- brochures and promotional material
- conference programs
- correspondence:
  - emails

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	• faxes • letters • memos • menus and wine lists • reports • reservations information • schedules and itineraries.
Visual information may include:	• diagrams • forms • labels • maps • signs • tickets.

Routine workplace documents may include:	• brief reports
	• complaint responses
	• correspondence:
	  • emails
	  • faxes
	  • letters
	• responses to requests for routine information
	• thank you letters and invitations.

Written directions and instructions may include:	• general information on work health and safety rules • how to use simple equipment.

Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

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SITXLAN3310 Read and write information in a language other than English (Hungarian)

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to read and write workplace information in a language other than English. It covers reading a range of documents and writing routine documents, such as letters and brief reports.

The unit does not cover interpreting and translating skills, which are described in units of competency in the PSP04 Public Sector Training Package.

There is no direct parity with any formal language proficiency ratings or assessment framework, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 3.

Application of the Unit

This unit applies to all industry contexts and individuals working at many different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit may be customised for training delivery and assessment of proficiency in any language. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN3302 Read and write information in a language other than English (Indonesian).

SITXLAN3301	(Arabic)
SITXLAN3302	(Indonesian)
SITXLAN3303	(Cantonese)
SITXLAN3304	(Dutch)
SITXLAN3305	(Finnish)
SITXLAN3306	(French)
SITXLAN3307	(German)
SITXLAN3308	(Greek)

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SITXLAN3309	(Hindi)
SITXLAN3310	(Hungarian)
SITXLAN3311	(Italian)
SITXLAN3312	(Japanese)
SITXLAN3313	(Korean)
SITXLAN3314	(Malay)
SITXLAN3315	(Mandarin)
SITXLAN3316	(Polish)
SITXLAN3317	(Portuguese)
SITXLAN3318	(Russian)
SITXLAN3319	(Serbian)
SITXLAN3320	(Spanish)
SITXLAN3321	(Swedish)
SITXLAN3322	(Swiss German)
SITXLAN3323	(Taiwanese)
SITXLAN3324	(Thai)
SITXLAN3325	(Turkish)
SITXLAN3326	(Croatian)
SITXLAN3327	(Bosnian)
SITXLAN3328	(Australian Indigenous languages)
SITXLAN3329	(AUSLAN)

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

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Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Read and understand workplace documents.	1.1 Read and understand ***routine and non routine workplace documents***. 1.2 Interpret accompanying ***visual information*** to support comprehension. 1.3 Identify main ideas, key facts and requirements. 1.4 Identify and take account of document tone and purpose. 1.5 Act on information and respond to requests, seeking assistance where required.
2. Write simple routine workplace documents.	2.1 Prepare accurate ***routine workplace documents*** using key words, phrases, simple sentences and visual aids as required. 2.2 Clearly and accurately convey main ideas, facts and details in written text. 2.3 Provide clear ***written directions and instructions*** in a correctly ordered sequence. 2.4 Support written communication with use of appropriately sequenced expressions and questions that help define or clarify the goal. 2.5 Write information in appropriate place on standard forms. 2.6 Adhere to workplace and cultural conventions and protocols when preparing written documents. 2.7 Provide written responses to documents in an appropriate form and tone.

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Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- literacy skills in a language other than English to:
  - read and interpret documents to:
    - identify purpose, main ideas, key issues and facts, writer attitude and mood
    - determine type of response and action required
  - write routine workplace documents using appropriate language and cultural conventions.

Required knowledge

- linguistic knowledge and writing conventions for the language being assessed, including:
  - grammar, spelling and punctuation conventions
  - features specific to the language, including vocabulary and sentence structure
- technical vocabulary required to support specific workplace activities.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the ability to:

- read and write workplace information in a language other than English:
  - understand and identify document purpose, main ideas, key issues, facts, attitude and tone of written texts (some use of a dictionary may be made but infrequently)
  - understand meaning with reasonable accuracy when reading texts related to straightforward everyday situations
  - use linguistic knowledge and skills to communicate meaning effectively in routine workplace documents (some errors may occur in writing, provided facts are not distorted and meaning is clear):
    - answering queries about products and services
    - conducting simple product and service transactions

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- providing factual information
- responding to requests for general assistance and factual information.

Context of and specific resources for assessment

Assessment must ensure use of:

- a real or simulated workplace activity where written communication in languages other than English is required
- industry materials, such as routine reports, workplace documents and informational materials written in languages other than English.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- review of written communications prepared by the individual
- written or oral questioning to assess the individual's ability to read and interpret workplace documents written in a language other than English
- written or oral questioning to assess cultural knowledge and cross-cultural communication considerations
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- SITTTSL304 Prepare quotations
- SITTTSL307 Process travel-related documentation.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Routine and non-routine workplace documents required to be read and understood may include:

- brochures and promotional material
- conference programs
- correspondence:
  - emails

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	• faxes • letters • memos • menus and wine lists • reports • reservations information • schedules and itineraries.
Visual information may include:	• diagrams • forms • labels • maps • signs • tickets.
Routine workplace documents may include:	• brief reports • complaint responses • correspondence: • emails • faxes • letters • responses to requests for routine information • thank you letters and invitations.
Written directions and instructions may include:	• general information on work health and safety rules • how to use simple equipment.

Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

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SITXLAN3311 Read and write information in a language other than English (Italian)

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to read and write workplace information in a language other than English. It covers reading a range of documents and writing routine documents, such as letters and brief reports.

The unit does not cover interpreting and translating skills, which are described in units of competency in the PSP04 Public Sector Training Package.

There is no direct parity with any formal language proficiency ratings or assessment framework, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 3.

Application of the Unit

This unit applies to all industry contexts and individuals working at many different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit may be customised for training delivery and assessment of proficiency in any language. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN3302 Read and write information in a language other than English (Indonesian).

SITXLAN3301	(Arabic)
SITXLAN3302	(Indonesian)
SITXLAN3303	(Cantonese)
SITXLAN3304	(Dutch)
SITXLAN3305	(Finnish)
SITXLAN3306	(French)
SITXLAN3307	(German)
SITXLAN3308	(Greek)

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SITXLAN3309	(Hindi)
SITXLAN3310	(Hungarian)
SITXLAN3311	(Italian)
SITXLAN3312	(Japanese)
SITXLAN3313	(Korean)
SITXLAN3314	(Malay)
SITXLAN3315	(Mandarin)
SITXLAN3316	(Polish)
SITXLAN3317	(Portuguese)
SITXLAN3318	(Russian)
SITXLAN3319	(Serbian)
SITXLAN3320	(Spanish)
SITXLAN3321	(Swedish)
SITXLAN3322	(Swiss German)
SITXLAN3323	(Taiwanese)
SITXLAN3324	(Thai)
SITXLAN3325	(Turkish)
SITXLAN3326	(Croatian)
SITXLAN3327	(Bosnian)
SITXLAN3328	(Australian Indigenous languages)
SITXLAN3329	(AUSLAN)

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

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Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Read and understand workplace documents.	1.1 Read and understand ***routine and non routine workplace documents***. 1.2 Interpret accompanying ***visual information*** to support comprehension. 1.3 Identify main ideas, key facts and requirements. 1.4 Identify and take account of document tone and purpose. 1.5 Act on information and respond to requests, seeking assistance where required.
2. Write simple routine workplace documents.	2.1 Prepare accurate ***routine workplace documents*** using key words, phrases, simple sentences and visual aids as required. 2.2 Clearly and accurately convey main ideas, facts and details in written text. 2.3 Provide clear ***written directions and instructions*** in a correctly ordered sequence. 2.4 Support written communication with use of appropriately sequenced expressions and questions that help define or clarify the goal. 2.5 Write information in appropriate place on standard forms. 2.6 Adhere to workplace and cultural conventions and protocols when preparing written documents. 2.7 Provide written responses to documents in an appropriate form and tone.

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Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- literacy skills in a language other than English to:
  - read and interpret documents to:
    - identify purpose, main ideas, key issues and facts, writer attitude and mood
    - determine type of response and action required
  - write routine workplace documents using appropriate language and cultural conventions.

Required knowledge

- linguistic knowledge and writing conventions for the language being assessed, including:
  - grammar, spelling and punctuation conventions
  - features specific to the language, including vocabulary and sentence structure
- technical vocabulary required to support specific workplace activities.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the ability to:

- read and write workplace information in a language other than English:
  - understand and identify document purpose, main ideas, key issues, facts, attitude and tone of written texts (some use of a dictionary may be made but infrequently)
  - understand meaning with reasonable accuracy when reading texts related to straightforward everyday situations
  - use linguistic knowledge and skills to communicate meaning effectively in routine workplace documents (some errors may occur in writing, provided facts are not distorted and meaning is clear):
    - answering queries about products and services
    - conducting simple product and service transactions

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- providing factual information
- responding to requests for general assistance and factual information.

Context of and specific resources for assessment

Assessment must ensure use of:

- a real or simulated workplace activity where written communication in languages other than English is required
- industry materials, such as routine reports, workplace documents and informational materials written in languages other than English.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- review of written communications prepared by the individual
- written or oral questioning to assess the individual's ability to read and interpret workplace documents written in a language other than English
- written or oral questioning to assess cultural knowledge and cross-cultural communication considerations
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- SITTTSL304 Prepare quotations
- SITTTSL307 Process travel-related documentation.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Routine and non-routine workplace documents required to be read and understood may include:

- brochures and promotional material
- conference programs
- correspondence:
  - emails

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	• faxes • letters • memos • menus and wine lists • reports • reservations information • schedules and itineraries.
Visual information may include:	• diagrams • forms • labels • maps • signs • tickets.
Routine workplace documents may include:	• brief reports • complaint responses • correspondence: • emails • faxes • letters • responses to requests for routine information • thank you letters and invitations.
Written directions and instructions may include:	• general information on work health and safety rules • how to use simple equipment.

Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

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SITXLAN3312 Read and write information in a language other than English (Japanese)

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to read and write workplace information in a language other than English. It covers reading a range of documents and writing routine documents, such as letters and brief reports.

The unit does not cover interpreting and translating skills, which are described in units of competency in the PSP04 Public Sector Training Package.

There is no direct parity with any formal language proficiency ratings or assessment framework, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 3.

Application of the Unit

This unit applies to all industry contexts and individuals working at many different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit may be customised for training delivery and assessment of proficiency in any language. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN3302 Read and write information in a language other than English (Indonesian).

SITXLAN3301	(Arabic)
SITXLAN3302	(Indonesian)
SITXLAN3303	(Cantonese)
SITXLAN3304	(Dutch)
SITXLAN3305	(Finnish)
SITXLAN3306	(French)
SITXLAN3307	(German)
SITXLAN3308	(Greek)

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SITXLAN3309	(Hindi)
SITXLAN3310	(Hungarian)
SITXLAN3311	(Italian)
SITXLAN3312	(Japanese)
SITXLAN3313	(Korean)
SITXLAN3314	(Malay)
SITXLAN3315	(Mandarin)
SITXLAN3316	(Polish)
SITXLAN3317	(Portuguese)
SITXLAN3318	(Russian)
SITXLAN3319	(Serbian)
SITXLAN3320	(Spanish)
SITXLAN3321	(Swedish)
SITXLAN3322	(Swiss German)
SITXLAN3323	(Taiwanese)
SITXLAN3324	(Thai)
SITXLAN3325	(Turkish)
SITXLAN3326	(Croatian)
SITXLAN3327	(Bosnian)
SITXLAN3328	(Australian Indigenous languages)
SITXLAN3329	(AUSLAN)

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

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Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Read and understand workplace documents.	1.1 Read and understand ***routine and non routine workplace documents***. 1.2 Interpret accompanying ***visual information*** to support comprehension. 1.3 Identify main ideas, key facts and requirements. 1.4 Identify and take account of document tone and purpose. 1.5 Act on information and respond to requests, seeking assistance where required.
2. Write simple routine workplace documents.	2.1 Prepare accurate ***routine workplace documents*** using key words, phrases, simple sentences and visual aids as required. 2.2 Clearly and accurately convey main ideas, facts and details in written text. 2.3 Provide clear ***written directions and instructions*** in a correctly ordered sequence. 2.4 Support written communication with use of appropriately sequenced expressions and questions that help define or clarify the goal. 2.5 Write information in appropriate place on standard forms. 2.6 Adhere to workplace and cultural conventions and protocols when preparing written documents. 2.7 Provide written responses to documents in an appropriate form and tone.

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Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- literacy skills in a language other than English to:
  - read and interpret documents to:
    - identify purpose, main ideas, key issues and facts, writer attitude and mood
    - determine type of response and action required
  - write routine workplace documents using appropriate language and cultural conventions.

Required knowledge

- linguistic knowledge and writing conventions for the language being assessed, including:
  - grammar, spelling and punctuation conventions
  - features specific to the language, including vocabulary and sentence structure
- technical vocabulary required to support specific workplace activities.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the ability to:

- read and write workplace information in a language other than English:
  - understand and identify document purpose, main ideas, key issues, facts, attitude and tone of written texts (some use of a dictionary may be made but infrequently)
  - understand meaning with reasonable accuracy when reading texts related to straightforward everyday situations
  - use linguistic knowledge and skills to communicate meaning effectively in routine workplace documents (some errors may occur in writing, provided facts are not distorted and meaning is clear):
    - answering queries about products and services
    - conducting simple product and service transactions

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- providing factual information
- responding to requests for general assistance and factual information.

Context of and specific resources for assessment

Assessment must ensure use of:

- a real or simulated workplace activity where written communication in languages other than English is required
- industry materials, such as routine reports, workplace documents and informational materials written in languages other than English.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- review of written communications prepared by the individual
- written or oral questioning to assess the individual's ability to read and interpret workplace documents written in a language other than English
- written or oral questioning to assess cultural knowledge and cross-cultural communication considerations
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- SITTTSL304 Prepare quotations
- SITTTSL307 Process travel-related documentation.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Routine and non-routine workplace documents required to be read and understood may include:

- brochures and promotional material
- conference programs
- correspondence:
  - emails

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	• faxes • letters • memos • menus and wine lists • reports • reservations information • schedules and itineraries.
Visual information may include:	• diagrams • forms • labels • maps • signs • tickets.
Routine workplace documents may include:	• brief reports • complaint responses • correspondence: • emails • faxes • letters • responses to requests for routine information • thank you letters and invitations.
Written directions and instructions may include:	• general information on work health and safety rules • how to use simple equipment.

Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

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SITXLAN3313 Read and write information in a language other than English (Korean)

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to read and write workplace information in a language other than English. It covers reading a range of documents and writing routine documents, such as letters and brief reports.

The unit does not cover interpreting and translating skills, which are described in units of competency in the PSP04 Public Sector Training Package.

There is no direct parity with any formal language proficiency ratings or assessment framework, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 3.

Application of the Unit

This unit applies to all industry contexts and individuals working at many different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit may be customised for training delivery and assessment of proficiency in any language. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN3302 Read and write information in a language other than English (Indonesian).

SITXLAN3301	(Arabic)
SITXLAN3302	(Indonesian)
SITXLAN3303	(Cantonese)
SITXLAN3304	(Dutch)
SITXLAN3305	(Finnish)
SITXLAN3306	(French)
SITXLAN3307	(German)
SITXLAN3308	(Greek)

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SITXLAN3309	(Hindi)
SITXLAN3310	(Hungarian)
SITXLAN3311	(Italian)
SITXLAN3312	(Japanese)
SITXLAN3313	(Korean)
SITXLAN3314	(Malay)
SITXLAN3315	(Mandarin)
SITXLAN3316	(Polish)
SITXLAN3317	(Portuguese)
SITXLAN3318	(Russian)
SITXLAN3319	(Serbian)
SITXLAN3320	(Spanish)
SITXLAN3321	(Swedish)
SITXLAN3322	(Swiss German)
SITXLAN3323	(Taiwanese)
SITXLAN3324	(Thai)
SITXLAN3325	(Turkish)
SITXLAN3326	(Croatian)
SITXLAN3327	(Bosnian)
SITXLAN3328	(Australian Indigenous languages)
SITXLAN3329	(AUSLAN)

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

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Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Read and understand workplace documents.	1.1 Read and understand ***routine and non routine workplace documents***. 1.2 Interpret accompanying ***visual information*** to support comprehension. 1.3 Identify main ideas, key facts and requirements. 1.4 Identify and take account of document tone and purpose. 1.5 Act on information and respond to requests, seeking assistance where required.
2. Write simple routine workplace documents.	2.1 Prepare accurate ***routine workplace documents*** using key words, phrases, simple sentences and visual aids as required. 2.2 Clearly and accurately convey main ideas, facts and details in written text. 2.3 Provide clear ***written directions and instructions*** in a correctly ordered sequence. 2.4 Support written communication with use of appropriately sequenced expressions and questions that help define or clarify the goal. 2.5 Write information in appropriate place on standard forms. 2.6 Adhere to workplace and cultural conventions and protocols when preparing written documents. 2.7 Provide written responses to documents in an appropriate form and tone.

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Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- literacy skills in a language other than English to:
  - read and interpret documents to:
    - identify purpose, main ideas, key issues and facts, writer attitude and mood
    - determine type of response and action required
  - write routine workplace documents using appropriate language and cultural conventions.

Required knowledge

- linguistic knowledge and writing conventions for the language being assessed, including:
  - grammar, spelling and punctuation conventions
  - features specific to the language, including vocabulary and sentence structure
- technical vocabulary required to support specific workplace activities.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the ability to:

- read and write workplace information in a language other than English:
  - understand and identify document purpose, main ideas, key issues, facts, attitude and tone of written texts (some use of a dictionary may be made but infrequently)
  - understand meaning with reasonable accuracy when reading texts related to straightforward everyday situations
  - use linguistic knowledge and skills to communicate meaning effectively in routine workplace documents (some errors may occur in writing, provided facts are not distorted and meaning is clear):
    - answering queries about products and services
    - conducting simple product and service transactions

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- providing factual information
- responding to requests for general assistance and factual information.

Context of and specific resources for assessment

Assessment must ensure use of:

- a real or simulated workplace activity where written communication in languages other than English is required
- industry materials, such as routine reports, workplace documents and informational materials written in languages other than English.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- review of written communications prepared by the individual
- written or oral questioning to assess the individual's ability to read and interpret workplace documents written in a language other than English
- written or oral questioning to assess cultural knowledge and cross-cultural communication considerations
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- SITTTSL304 Prepare quotations
- SITTTSL307 Process travel-related documentation.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Routine and non-routine workplace documents required to be read and understood may include:

- brochures and promotional material
- conference programs
- correspondence:
  - emails

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	• faxes • letters • memos • menus and wine lists • reports • reservations information • schedules and itineraries.
Visual information may include:	• diagrams • forms • labels • maps • signs • tickets.

Routine workplace documents may include:	• brief reports
	• complaint responses
	• correspondence:
	  • emails
	  • faxes
	  • letters
	• responses to requests for routine information
	• thank you letters and invitations.

Written directions and instructions may include:	• general information on work health and safety rules • how to use simple equipment.

Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

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SITXLAN3314 Read and write information in a language other than English (Malay)

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to read and write workplace information in a language other than English. It covers reading a range of documents and writing routine documents, such as letters and brief reports.

The unit does not cover interpreting and translating skills, which are described in units of competency in the PSP04 Public Sector Training Package.

There is no direct parity with any formal language proficiency ratings or assessment framework, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 3.

Application of the Unit

This unit applies to all industry contexts and individuals working at many different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit may be customised for training delivery and assessment of proficiency in any language. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN3302 Read and write information in a language other than English (Indonesian).

SITXLAN3301	(Arabic)
SITXLAN3302	(Indonesian)
SITXLAN3303	(Cantonese)
SITXLAN3304	(Dutch)
SITXLAN3305	(Finnish)
SITXLAN3306	(French)
SITXLAN3307	(German)
SITXLAN3308	(Greek)

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SITXLAN3309	(Hindi)
SITXLAN3310	(Hungarian)
SITXLAN3311	(Italian)
SITXLAN3312	(Japanese)
SITXLAN3313	(Korean)
SITXLAN3314	(Malay)
SITXLAN3315	(Mandarin)
SITXLAN3316	(Polish)
SITXLAN3317	(Portuguese)
SITXLAN3318	(Russian)
SITXLAN3319	(Serbian)
SITXLAN3320	(Spanish)
SITXLAN3321	(Swedish)
SITXLAN3322	(Swiss German)
SITXLAN3323	(Taiwanese)
SITXLAN3324	(Thai)
SITXLAN3325	(Turkish)
SITXLAN3326	(Croatian)
SITXLAN3327	(Bosnian)
SITXLAN3328	(Australian Indigenous languages)
SITXLAN3329	(AUSLAN)

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

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Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Read and understand workplace documents.	1.1 Read and understand ***routine and non routine workplace documents***. 1.2 Interpret accompanying ***visual information*** to support comprehension. 1.3 Identify main ideas, key facts and requirements. 1.4 Identify and take account of document tone and purpose. 1.5 Act on information and respond to requests, seeking assistance where required.
2. Write simple routine workplace documents.	2.1 Prepare accurate ***routine workplace documents*** using key words, phrases, simple sentences and visual aids as required. 2.2 Clearly and accurately convey main ideas, facts and details in written text. 2.3 Provide clear ***written directions and instructions*** in a correctly ordered sequence. 2.4 Support written communication with use of appropriately sequenced expressions and questions that help define or clarify the goal. 2.5 Write information in appropriate place on standard forms. 2.6 Adhere to workplace and cultural conventions and protocols when preparing written documents. 2.7 Provide written responses to documents in an appropriate form and tone.

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Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- literacy skills in a language other than English to:
  - read and interpret documents to:
    - identify purpose, main ideas, key issues and facts, writer attitude and mood
    - determine type of response and action required
  - write routine workplace documents using appropriate language and cultural conventions.

Required knowledge

- linguistic knowledge and writing conventions for the language being assessed, including:
  - grammar, spelling and punctuation conventions
  - features specific to the language, including vocabulary and sentence structure
- technical vocabulary required to support specific workplace activities.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the ability to:

- read and write workplace information in a language other than English:
  - understand and identify document purpose, main ideas, key issues, facts, attitude and tone of written texts (some use of a dictionary may be made but infrequently)
  - understand meaning with reasonable accuracy when reading texts related to straightforward everyday situations
  - use linguistic knowledge and skills to communicate meaning effectively in routine workplace documents (some errors may occur in writing, provided facts are not distorted and meaning is clear):
    - answering queries about products and services
    - conducting simple product and service transactions

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- providing factual information
- responding to requests for general assistance and factual information.

Context of and specific resources for assessment

Assessment must ensure use of:

- a real or simulated workplace activity where written communication in languages other than English is required
- industry materials, such as routine reports, workplace documents and informational materials written in languages other than English.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- review of written communications prepared by the individual
- written or oral questioning to assess the individual's ability to read and interpret workplace documents written in a language other than English
- written or oral questioning to assess cultural knowledge and cross-cultural communication considerations
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- SITTTSL304 Prepare quotations
- SITTTSL307 Process travel-related documentation.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Routine and non-routine workplace documents required to be read and understood may include:

- brochures and promotional material
- conference programs
- correspondence:
  - emails

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	• faxes • letters • memos • menus and wine lists • reports • reservations information • schedules and itineraries.
Visual information may include:	• diagrams • forms • labels • maps • signs • tickets.
Routine workplace documents may include:	• brief reports • complaint responses • correspondence: • emails • faxes • letters • responses to requests for routine information • thank you letters and invitations.
Written directions and instructions may include:	• general information on work health and safety rules • how to use simple equipment.

Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

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SITXLAN3315 Read and write information in a language other than English (Mandarin)

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to read and write workplace information in a language other than English. It covers reading a range of documents and writing routine documents, such as letters and brief reports.

The unit does not cover interpreting and translating skills, which are described in units of competency in the PSP04 Public Sector Training Package.

There is no direct parity with any formal language proficiency ratings or assessment framework, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 3.

Application of the Unit

This unit applies to all industry contexts and individuals working at many different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit may be customised for training delivery and assessment of proficiency in any language. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN3302 Read and write information in a language other than English (Indonesian).

SITXLAN3301	(Arabic)
SITXLAN3302	(Indonesian)
SITXLAN3303	(Cantonese)
SITXLAN3304	(Dutch)
SITXLAN3305	(Finnish)
SITXLAN3306	(French)
SITXLAN3307	(German)
SITXLAN3308	(Greek)

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SITXLAN3309	(Hindi)
SITXLAN3310	(Hungarian)
SITXLAN3311	(Italian)
SITXLAN3312	(Japanese)
SITXLAN3313	(Korean)
SITXLAN3314	(Malay)
SITXLAN3315	(Mandarin)
SITXLAN3316	(Polish)
SITXLAN3317	(Portuguese)
SITXLAN3318	(Russian)
SITXLAN3319	(Serbian)
SITXLAN3320	(Spanish)
SITXLAN3321	(Swedish)
SITXLAN3322	(Swiss German)
SITXLAN3323	(Taiwanese)
SITXLAN3324	(Thai)
SITXLAN3325	(Turkish)
SITXLAN3326	(Croatian)
SITXLAN3327	(Bosnian)
SITXLAN3328	(Australian Indigenous languages)
SITXLAN3329	(AUSLAN)

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

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Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Read and understand workplace documents.	1.1 Read and understand ***routine and non routine workplace documents***. 1.2 Interpret accompanying ***visual information*** to support comprehension. 1.3 Identify main ideas, key facts and requirements. 1.4 Identify and take account of document tone and purpose. 1.5 Act on information and respond to requests, seeking assistance where required.
2. Write simple routine workplace documents.	2.1 Prepare accurate ***routine workplace documents*** using key words, phrases, simple sentences and visual aids as required. 2.2 Clearly and accurately convey main ideas, facts and details in written text. 2.3 Provide clear ***written directions and instructions*** in a correctly ordered sequence. 2.4 Support written communication with use of appropriately sequenced expressions and questions that help define or clarify the goal. 2.5 Write information in appropriate place on standard forms. 2.6 Adhere to workplace and cultural conventions and protocols when preparing written documents. 2.7 Provide written responses to documents in an appropriate form and tone.

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Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- literacy skills in a language other than English to:
  - read and interpret documents to:
    - identify purpose, main ideas, key issues and facts, writer attitude and mood
    - determine type of response and action required
  - write routine workplace documents using appropriate language and cultural conventions.

Required knowledge

- linguistic knowledge and writing conventions for the language being assessed, including:
  - grammar, spelling and punctuation conventions
  - features specific to the language, including vocabulary and sentence structure
- technical vocabulary required to support specific workplace activities.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the ability to:

- read and write workplace information in a language other than English:
  - understand and identify document purpose, main ideas, key issues, facts, attitude and tone of written texts (some use of a dictionary may be made but infrequently)
  - understand meaning with reasonable accuracy when reading texts related to straightforward everyday situations
  - use linguistic knowledge and skills to communicate meaning effectively in routine workplace documents (some errors may occur in writing, provided facts are not distorted and meaning is clear):
    - answering queries about products and services
    - conducting simple product and service transactions

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- providing factual information
- responding to requests for general assistance and factual information.

Context of and specific resources for assessment

Assessment must ensure use of:

- a real or simulated workplace activity where written communication in languages other than English is required
- industry materials, such as routine reports, workplace documents and informational materials written in languages other than English.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- review of written communications prepared by the individual
- written or oral questioning to assess the individual's ability to read and interpret workplace documents written in a language other than English
- written or oral questioning to assess cultural knowledge and cross-cultural communication considerations
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- SITTTSL304 Prepare quotations
- SITTTSL307 Process travel-related documentation.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Routine and non-routine workplace documents required to be read and understood may include:

- brochures and promotional material
- conference programs
- correspondence:
  - emails

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	• faxes • letters • memos • menus and wine lists • reports • reservations information • schedules and itineraries.
Visual information may include:	• diagrams • forms • labels • maps • signs • tickets.
Routine workplace documents may include:	• brief reports • complaint responses • correspondence: • emails • faxes • letters • responses to requests for routine information • thank you letters and invitations.
Written directions and instructions may include:	• general information on work health and safety rules • how to use simple equipment.

Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

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SITXLAN3316 Read and write information in a language other than English (Polish)

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to read and write workplace information in a language other than English. It covers reading a range of documents and writing routine documents, such as letters and brief reports.

The unit does not cover interpreting and translating skills, which are described in units of competency in the PSP04 Public Sector Training Package.

There is no direct parity with any formal language proficiency ratings or assessment framework, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 3.

Application of the Unit

This unit applies to all industry contexts and individuals working at many different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit may be customised for training delivery and assessment of proficiency in any language. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN3302 Read and write information in a language other than English (Indonesian).

SITXLAN3301	(Arabic)
SITXLAN3302	(Indonesian)
SITXLAN3303	(Cantonese)
SITXLAN3304	(Dutch)
SITXLAN3305	(Finnish)
SITXLAN3306	(French)
SITXLAN3307	(German)
SITXLAN3308	(Greek)

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SITXLAN3309	(Hindi)
SITXLAN3310	(Hungarian)
SITXLAN3311	(Italian)
SITXLAN3312	(Japanese)
SITXLAN3313	(Korean)
SITXLAN3314	(Malay)
SITXLAN3315	(Mandarin)
SITXLAN3316	(Polish)
SITXLAN3317	(Portuguese)
SITXLAN3318	(Russian)
SITXLAN3319	(Serbian)
SITXLAN3320	(Spanish)
SITXLAN3321	(Swedish)
SITXLAN3322	(Swiss German)
SITXLAN3323	(Taiwanese)
SITXLAN3324	(Thai)
SITXLAN3325	(Turkish)
SITXLAN3326	(Croatian)
SITXLAN3327	(Bosnian)
SITXLAN3328	(Australian Indigenous languages)
SITXLAN3329	(AUSLAN)

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

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Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Read and understand workplace documents.	1.1 Read and understand ***routine and non routine workplace documents***. 1.2 Interpret accompanying ***visual information*** to support comprehension. 1.3 Identify main ideas, key facts and requirements. 1.4 Identify and take account of document tone and purpose. 1.5 Act on information and respond to requests, seeking assistance where required.
2. Write simple routine workplace documents.	2.1 Prepare accurate ***routine workplace documents*** using key words, phrases, simple sentences and visual aids as required. 2.2 Clearly and accurately convey main ideas, facts and details in written text. 2.3 Provide clear ***written directions and instructions*** in a correctly ordered sequence. 2.4 Support written communication with use of appropriately sequenced expressions and questions that help define or clarify the goal. 2.5 Write information in appropriate place on standard forms. 2.6 Adhere to workplace and cultural conventions and protocols when preparing written documents. 2.7 Provide written responses to documents in an appropriate form and tone.

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Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- literacy skills in a language other than English to:
  - read and interpret documents to:
    - identify purpose, main ideas, key issues and facts, writer attitude and mood
    - determine type of response and action required
  - write routine workplace documents using appropriate language and cultural conventions.

Required knowledge

- linguistic knowledge and writing conventions for the language being assessed, including:
  - grammar, spelling and punctuation conventions
  - features specific to the language, including vocabulary and sentence structure
- technical vocabulary required to support specific workplace activities.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the ability to:

- read and write workplace information in a language other than English:
  - understand and identify document purpose, main ideas, key issues, facts, attitude and tone of written texts (some use of a dictionary may be made but infrequently)
  - understand meaning with reasonable accuracy when reading texts related to straightforward everyday situations
  - use linguistic knowledge and skills to communicate meaning effectively in routine workplace documents (some errors may occur in writing, provided facts are not distorted and meaning is clear):
    - answering queries about products and services
    - conducting simple product and service transactions

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- providing factual information
- responding to requests for general assistance and factual information.

Context of and specific resources for assessment

Assessment must ensure use of:

- a real or simulated workplace activity where written communication in languages other than English is required
- industry materials, such as routine reports, workplace documents and informational materials written in languages other than English.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- review of written communications prepared by the individual
- written or oral questioning to assess the individual's ability to read and interpret workplace documents written in a language other than English
- written or oral questioning to assess cultural knowledge and cross-cultural communication considerations
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- SITTTSL304 Prepare quotations
- SITTTSL307 Process travel-related documentation.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Routine and non-routine workplace documents required to be read and understood may include:

- brochures and promotional material
- conference programs
- correspondence:
  - emails

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	• faxes • letters • memos • menus and wine lists • reports • reservations information • schedules and itineraries.
Visual information may include:	• diagrams • forms • labels • maps • signs • tickets.

Routine workplace documents may include:	• brief reports
	• complaint responses
	• correspondence:
	  • emails
	  • faxes
	  • letters
	• responses to requests for routine information
	• thank you letters and invitations.

Written directions and instructions may include:	• general information on work health and safety rules • how to use simple equipment.

Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

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SITXLAN3317 Read and write information in a language other than English (Portuguese)

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to read and write workplace information in a language other than English. It covers reading a range of documents and writing routine documents, such as letters and brief reports.

The unit does not cover interpreting and translating skills, which are described in units of competency in the PSP04 Public Sector Training Package.

There is no direct parity with any formal language proficiency ratings or assessment framework, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 3.

Application of the Unit

This unit applies to all industry contexts and individuals working at many different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit may be customised for training delivery and assessment of proficiency in any language. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN3302 Read and write information in a language other than English (Indonesian).

SITXLAN3301	(Arabic)
SITXLAN3302	(Indonesian)
SITXLAN3303	(Cantonese)
SITXLAN3304	(Dutch)
SITXLAN3305	(Finnish)
SITXLAN3306	(French)
SITXLAN3307	(German)
SITXLAN3308	(Greek)

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SITXLAN3309	(Hindi)
SITXLAN3310	(Hungarian)
SITXLAN3311	(Italian)
SITXLAN3312	(Japanese)
SITXLAN3313	(Korean)
SITXLAN3314	(Malay)
SITXLAN3315	(Mandarin)
SITXLAN3316	(Polish)
SITXLAN3317	(Portuguese)
SITXLAN3318	(Russian)
SITXLAN3319	(Serbian)
SITXLAN3320	(Spanish)
SITXLAN3321	(Swedish)
SITXLAN3322	(Swiss German)
SITXLAN3323	(Taiwanese)
SITXLAN3324	(Thai)
SITXLAN3325	(Turkish)
SITXLAN3326	(Croatian)
SITXLAN3327	(Bosnian)
SITXLAN3328	(Australian Indigenous languages)
SITXLAN3329	(AUSLAN)

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

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Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Read and understand workplace documents.	1.1 Read and understand ***routine and non routine workplace documents***. 1.2 Interpret accompanying ***visual information*** to support comprehension. 1.3 Identify main ideas, key facts and requirements. 1.4 Identify and take account of document tone and purpose. 1.5 Act on information and respond to requests, seeking assistance where required.
2. Write simple routine workplace documents.	2.1 Prepare accurate ***routine workplace documents*** using key words, phrases, simple sentences and visual aids as required. 2.2 Clearly and accurately convey main ideas, facts and details in written text. 2.3 Provide clear ***written directions and instructions*** in a correctly ordered sequence. 2.4 Support written communication with use of appropriately sequenced expressions and questions that help define or clarify the goal. 2.5 Write information in appropriate place on standard forms. 2.6 Adhere to workplace and cultural conventions and protocols when preparing written documents. 2.7 Provide written responses to documents in an appropriate form and tone.

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Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- literacy skills in a language other than English to:
  - read and interpret documents to:
    - identify purpose, main ideas, key issues and facts, writer attitude and mood
    - determine type of response and action required
  - write routine workplace documents using appropriate language and cultural conventions.

Required knowledge

- linguistic knowledge and writing conventions for the language being assessed, including:
  - grammar, spelling and punctuation conventions
  - features specific to the language, including vocabulary and sentence structure
- technical vocabulary required to support specific workplace activities.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the ability to:

- read and write workplace information in a language other than English:
  - understand and identify document purpose, main ideas, key issues, facts, attitude and tone of written texts (some use of a dictionary may be made but infrequently)
  - understand meaning with reasonable accuracy when reading texts related to straightforward everyday situations
  - use linguistic knowledge and skills to communicate meaning effectively in routine workplace documents (some errors may occur in writing, provided facts are not distorted and meaning is clear):
    - answering queries about products and services
    - conducting simple product and service transactions

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- providing factual information
- responding to requests for general assistance and factual information.

Context of and specific resources for assessment

Assessment must ensure use of:

- a real or simulated workplace activity where written communication in languages other than English is required
- industry materials, such as routine reports, workplace documents and informational materials written in languages other than English.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- review of written communications prepared by the individual
- written or oral questioning to assess the individual's ability to read and interpret workplace documents written in a language other than English
- written or oral questioning to assess cultural knowledge and cross-cultural communication considerations
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- SITTTSL304 Prepare quotations
- SITTTSL307 Process travel-related documentation.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Routine and non-routine workplace documents required to be read and understood may include:

- brochures and promotional material
- conference programs
- correspondence:
  - emails

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	• faxes • letters • memos • menus and wine lists • reports • reservations information • schedules and itineraries.
Visual information may include:	• diagrams • forms • labels • maps • signs • tickets.

Routine workplace documents may include:	• brief reports
	• complaint responses
	• correspondence:
	  • emails
	  • faxes
	  • letters
	• responses to requests for routine information
	• thank you letters and invitations.

Written directions and instructions may include:	• general information on work health and safety rules • how to use simple equipment.

Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

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SITXLAN3318 Read and write information in a language other than English (Russian)

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to read and write workplace information in a language other than English. It covers reading a range of documents and writing routine documents, such as letters and brief reports.

The unit does not cover interpreting and translating skills, which are described in units of competency in the PSP04 Public Sector Training Package.

There is no direct parity with any formal language proficiency ratings or assessment framework, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 3.

Application of the Unit

This unit applies to all industry contexts and individuals working at many different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit may be customised for training delivery and assessment of proficiency in any language. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN3302 Read and write information in a language other than English (Indonesian).

SITXLAN3301	(Arabic)
SITXLAN3302	(Indonesian)
SITXLAN3303	(Cantonese)
SITXLAN3304	(Dutch)
SITXLAN3305	(Finnish)
SITXLAN3306	(French)
SITXLAN3307	(German)
SITXLAN3308	(Greek)

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SITXLAN3309	(Hindi)
SITXLAN3310	(Hungarian)
SITXLAN3311	(Italian)
SITXLAN3312	(Japanese)
SITXLAN3313	(Korean)
SITXLAN3314	(Malay)
SITXLAN3315	(Mandarin)
SITXLAN3316	(Polish)
SITXLAN3317	(Portuguese)
SITXLAN3318	(Russian)
SITXLAN3319	(Serbian)
SITXLAN3320	(Spanish)
SITXLAN3321	(Swedish)
SITXLAN3322	(Swiss German)
SITXLAN3323	(Taiwanese)
SITXLAN3324	(Thai)
SITXLAN3325	(Turkish)
SITXLAN3326	(Croatian)
SITXLAN3327	(Bosnian)
SITXLAN3328	(Australian Indigenous languages)
SITXLAN3329	(AUSLAN)

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

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Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Read and understand workplace documents.	1.1 Read and understand ***routine and non routine workplace documents***. 1.2 Interpret accompanying ***visual information*** to support comprehension. 1.3 Identify main ideas, key facts and requirements. 1.4 Identify and take account of document tone and purpose. 1.5 Act on information and respond to requests, seeking assistance where required.
2. Write simple routine workplace documents.	2.1 Prepare accurate ***routine workplace documents*** using key words, phrases, simple sentences and visual aids as required. 2.2 Clearly and accurately convey main ideas, facts and details in written text. 2.3 Provide clear ***written directions and instructions*** in a correctly ordered sequence. 2.4 Support written communication with use of appropriately sequenced expressions and questions that help define or clarify the goal. 2.5 Write information in appropriate place on standard forms. 2.6 Adhere to workplace and cultural conventions and protocols when preparing written documents. 2.7 Provide written responses to documents in an appropriate form and tone.

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Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- literacy skills in a language other than English to:
  - read and interpret documents to:
    - identify purpose, main ideas, key issues and facts, writer attitude and mood
    - determine type of response and action required
  - write routine workplace documents using appropriate language and cultural conventions.

Required knowledge

- linguistic knowledge and writing conventions for the language being assessed, including:
  - grammar, spelling and punctuation conventions
  - features specific to the language, including vocabulary and sentence structure
- technical vocabulary required to support specific workplace activities.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the ability to:

- read and write workplace information in a language other than English:
  - understand and identify document purpose, main ideas, key issues, facts, attitude and tone of written texts (some use of a dictionary may be made but infrequently)
  - understand meaning with reasonable accuracy when reading texts related to straightforward everyday situations
  - use linguistic knowledge and skills to communicate meaning effectively in routine workplace documents (some errors may occur in writing, provided facts are not distorted and meaning is clear):
    - answering queries about products and services
    - conducting simple product and service transactions

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- providing factual information
- responding to requests for general assistance and factual information.

Context of and specific resources for assessment

Assessment must ensure use of:

- a real or simulated workplace activity where written communication in languages other than English is required
- industry materials, such as routine reports, workplace documents and informational materials written in languages other than English.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- review of written communications prepared by the individual
- written or oral questioning to assess the individual's ability to read and interpret workplace documents written in a language other than English
- written or oral questioning to assess cultural knowledge and cross-cultural communication considerations
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- SITTTSL304 Prepare quotations
- SITTTSL307 Process travel-related documentation.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Routine and non-routine workplace documents required to be read and understood may include:

- brochures and promotional material
- conference programs
- correspondence:
  - emails

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	• faxes • letters • memos • menus and wine lists • reports • reservations information • schedules and itineraries.
Visual information may include:	• diagrams • forms • labels • maps • signs • tickets.
Routine workplace documents may include:	• brief reports • complaint responses • correspondence: • emails • faxes • letters • responses to requests for routine information • thank you letters and invitations.
Written directions and instructions may include:	• general information on work health and safety rules • how to use simple equipment.

Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

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SITXLAN3319 Read and write information in a language other than English (Serbian)

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to read and write workplace information in a language other than English. It covers reading a range of documents and writing routine documents, such as letters and brief reports.

The unit does not cover interpreting and translating skills, which are described in units of competency in the PSP04 Public Sector Training Package.

There is no direct parity with any formal language proficiency ratings or assessment framework, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 3.

Application of the Unit

This unit applies to all industry contexts and individuals working at many different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit may be customised for training delivery and assessment of proficiency in any language. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN3302 Read and write information in a language other than English (Indonesian).

SITXLAN3301	(Arabic)
SITXLAN3302	(Indonesian)
SITXLAN3303	(Cantonese)
SITXLAN3304	(Dutch)
SITXLAN3305	(Finnish)
SITXLAN3306	(French)
SITXLAN3307	(German)
SITXLAN3308	(Greek)

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SITXLAN3309	(Hindi)
SITXLAN3310	(Hungarian)
SITXLAN3311	(Italian)
SITXLAN3312	(Japanese)
SITXLAN3313	(Korean)
SITXLAN3314	(Malay)
SITXLAN3315	(Mandarin)
SITXLAN3316	(Polish)
SITXLAN3317	(Portuguese)
SITXLAN3318	(Russian)
SITXLAN3319	(Serbian)
SITXLAN3320	(Spanish)
SITXLAN3321	(Swedish)
SITXLAN3322	(Swiss German)
SITXLAN3323	(Taiwanese)
SITXLAN3324	(Thai)
SITXLAN3325	(Turkish)
SITXLAN3326	(Croatian)
SITXLAN3327	(Bosnian)
SITXLAN3328	(Australian Indigenous languages)
SITXLAN3329	(AUSLAN)

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

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Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Read and understand workplace documents.	1.1 Read and understand ***routine and non routine workplace documents***. 1.2 Interpret accompanying ***visual information*** to support comprehension. 1.3 Identify main ideas, key facts and requirements. 1.4 Identify and take account of document tone and purpose. 1.5 Act on information and respond to requests, seeking assistance where required.
2. Write simple routine workplace documents.	2.1 Prepare accurate ***routine workplace documents*** using key words, phrases, simple sentences and visual aids as required. 2.2 Clearly and accurately convey main ideas, facts and details in written text. 2.3 Provide clear ***written directions and instructions*** in a correctly ordered sequence. 2.4 Support written communication with use of appropriately sequenced expressions and questions that help define or clarify the goal. 2.5 Write information in appropriate place on standard forms. 2.6 Adhere to workplace and cultural conventions and protocols when preparing written documents. 2.7 Provide written responses to documents in an appropriate form and tone.

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Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- literacy skills in a language other than English to:
  - read and interpret documents to:
    - identify purpose, main ideas, key issues and facts, writer attitude and mood
    - determine type of response and action required
  - write routine workplace documents using appropriate language and cultural conventions.

Required knowledge

- linguistic knowledge and writing conventions for the language being assessed, including:
  - grammar, spelling and punctuation conventions
  - features specific to the language, including vocabulary and sentence structure
- technical vocabulary required to support specific workplace activities.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the ability to:

- read and write workplace information in a language other than English:
  - understand and identify document purpose, main ideas, key issues, facts, attitude and tone of written texts (some use of a dictionary may be made but infrequently)
  - understand meaning with reasonable accuracy when reading texts related to straightforward everyday situations
  - use linguistic knowledge and skills to communicate meaning effectively in routine workplace documents (some errors may occur in writing, provided facts are not distorted and meaning is clear):
    - answering queries about products and services
    - conducting simple product and service transactions

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- providing factual information
- responding to requests for general assistance and factual information.

Context of and specific resources for assessment

Assessment must ensure use of:

- a real or simulated workplace activity where written communication in languages other than English is required
- industry materials, such as routine reports, workplace documents and informational materials written in languages other than English.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- review of written communications prepared by the individual
- written or oral questioning to assess the individual's ability to read and interpret workplace documents written in a language other than English
- written or oral questioning to assess cultural knowledge and cross-cultural communication considerations
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- SITTTSL304 Prepare quotations
- SITTTSL307 Process travel-related documentation.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Routine and non-routine workplace documents required to be read and understood may include:

- brochures and promotional material
- conference programs
- correspondence:
  - emails

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	• faxes • letters • memos • menus and wine lists • reports • reservations information • schedules and itineraries.
Visual information may include:	• diagrams • forms • labels • maps • signs • tickets.

Routine workplace documents may include:	• brief reports
	• complaint responses
	• correspondence:
	  • emails
	  • faxes
	  • letters
	• responses to requests for routine information
	• thank you letters and invitations.

Written directions and instructions may include:	• general information on work health and safety rules • how to use simple equipment.

Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

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SITXLAN3320 Read and write information in a language other than English (Spanish)

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to read and write workplace information in a language other than English. It covers reading a range of documents and writing routine documents, such as letters and brief reports.

The unit does not cover interpreting and translating skills, which are described in units of competency in the PSP04 Public Sector Training Package.

There is no direct parity with any formal language proficiency ratings or assessment framework, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 3.

Application of the Unit

This unit applies to all industry contexts and individuals working at many different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit may be customised for training delivery and assessment of proficiency in any language. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN3302 Read and write information in a language other than English (Indonesian).

SITXLAN3301	(Arabic)
SITXLAN3302	(Indonesian)
SITXLAN3303	(Cantonese)
SITXLAN3304	(Dutch)
SITXLAN3305	(Finnish)
SITXLAN3306	(French)
SITXLAN3307	(German)
SITXLAN3308	(Greek)

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SITXLAN3309	(Hindi)
SITXLAN3310	(Hungarian)
SITXLAN3311	(Italian)
SITXLAN3312	(Japanese)
SITXLAN3313	(Korean)
SITXLAN3314	(Malay)
SITXLAN3315	(Mandarin)
SITXLAN3316	(Polish)
SITXLAN3317	(Portuguese)
SITXLAN3318	(Russian)
SITXLAN3319	(Serbian)
SITXLAN3320	(Spanish)
SITXLAN3321	(Swedish)
SITXLAN3322	(Swiss German)
SITXLAN3323	(Taiwanese)
SITXLAN3324	(Thai)
SITXLAN3325	(Turkish)
SITXLAN3326	(Croatian)
SITXLAN3327	(Bosnian)
SITXLAN3328	(Australian Indigenous languages)
SITXLAN3329	(AUSLAN)

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

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Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Read and understand workplace documents.	1.1 Read and understand ***routine and non routine workplace documents***. 1.2 Interpret accompanying ***visual information*** to support comprehension. 1.3 Identify main ideas, key facts and requirements. 1.4 Identify and take account of document tone and purpose. 1.5 Act on information and respond to requests, seeking assistance where required.
2. Write simple routine workplace documents.	2.1 Prepare accurate ***routine workplace documents*** using key words, phrases, simple sentences and visual aids as required. 2.2 Clearly and accurately convey main ideas, facts and details in written text. 2.3 Provide clear ***written directions and instructions*** in a correctly ordered sequence. 2.4 Support written communication with use of appropriately sequenced expressions and questions that help define or clarify the goal. 2.5 Write information in appropriate place on standard forms. 2.6 Adhere to workplace and cultural conventions and protocols when preparing written documents. 2.7 Provide written responses to documents in an appropriate form and tone.

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Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- literacy skills in a language other than English to:
  - read and interpret documents to:
    - identify purpose, main ideas, key issues and facts, writer attitude and mood
    - determine type of response and action required
  - write routine workplace documents using appropriate language and cultural conventions.

Required knowledge

- linguistic knowledge and writing conventions for the language being assessed, including:
  - grammar, spelling and punctuation conventions
  - features specific to the language, including vocabulary and sentence structure
- technical vocabulary required to support specific workplace activities.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the ability to:

- read and write workplace information in a language other than English:
  - understand and identify document purpose, main ideas, key issues, facts, attitude and tone of written texts (some use of a dictionary may be made but infrequently)
  - understand meaning with reasonable accuracy when reading texts related to straightforward everyday situations
  - use linguistic knowledge and skills to communicate meaning effectively in routine workplace documents (some errors may occur in writing, provided facts are not distorted and meaning is clear):
    - answering queries about products and services
    - conducting simple product and service transactions

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- providing factual information
- responding to requests for general assistance and factual information.

Context of and specific resources for assessment

Assessment must ensure use of:

- a real or simulated workplace activity where written communication in languages other than English is required
- industry materials, such as routine reports, workplace documents and informational materials written in languages other than English.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- review of written communications prepared by the individual
- written or oral questioning to assess the individual's ability to read and interpret workplace documents written in a language other than English
- written or oral questioning to assess cultural knowledge and cross-cultural communication considerations
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- SITTTSL304 Prepare quotations
- SITTTSL307 Process travel-related documentation.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Routine and non-routine workplace documents required to be read and understood may include:

- brochures and promotional material
- conference programs
- correspondence:
  - emails

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	• faxes • letters • memos • menus and wine lists • reports • reservations information • schedules and itineraries.
Visual information may include:	• diagrams • forms • labels • maps • signs • tickets.
Routine workplace documents may include:	• brief reports • complaint responses • correspondence: • emails • faxes • letters • responses to requests for routine information • thank you letters and invitations.
Written directions and instructions may include:	• general information on work health and safety rules • how to use simple equipment.

Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

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SITXLAN3321 Read and write information in a language other than English (Swedish)

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to read and write workplace information in a language other than English. It covers reading a range of documents and writing routine documents, such as letters and brief reports.

The unit does not cover interpreting and translating skills, which are described in units of competency in the PSP04 Public Sector Training Package.

There is no direct parity with any formal language proficiency ratings or assessment framework, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 3.

Application of the Unit

This unit applies to all industry contexts and individuals working at many different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit may be customised for training delivery and assessment of proficiency in any language. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN3302 Read and write information in a language other than English (Indonesian).

SITXLAN3301	(Arabic)
SITXLAN3302	(Indonesian)
SITXLAN3303	(Cantonese)
SITXLAN3304	(Dutch)
SITXLAN3305	(Finnish)
SITXLAN3306	(French)
SITXLAN3307	(German)
SITXLAN3308	(Greek)

© Commonwealth of Australia, 2025 Public Skills Australia

SITXLAN3309	(Hindi)
SITXLAN3310	(Hungarian)
SITXLAN3311	(Italian)
SITXLAN3312	(Japanese)
SITXLAN3313	(Korean)
SITXLAN3314	(Malay)
SITXLAN3315	(Mandarin)
SITXLAN3316	(Polish)
SITXLAN3317	(Portuguese)
SITXLAN3318	(Russian)
SITXLAN3319	(Serbian)
SITXLAN3320	(Spanish)
SITXLAN3321	(Swedish)
SITXLAN3322	(Swiss German)
SITXLAN3323	(Taiwanese)
SITXLAN3324	(Thai)
SITXLAN3325	(Turkish)
SITXLAN3326	(Croatian)
SITXLAN3327	(Bosnian)
SITXLAN3328	(Australian Indigenous languages)
SITXLAN3329	(AUSLAN)

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

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Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Read and understand workplace documents.	1.1 Read and understand ***routine and non routine workplace documents***. 1.2 Interpret accompanying ***visual information*** to support comprehension. 1.3 Identify main ideas, key facts and requirements. 1.4 Identify and take account of document tone and purpose. 1.5 Act on information and respond to requests, seeking assistance where required.
2. Write simple routine workplace documents.	2.1 Prepare accurate ***routine workplace documents*** using key words, phrases, simple sentences and visual aids as required. 2.2 Clearly and accurately convey main ideas, facts and details in written text. 2.3 Provide clear ***written directions and instructions*** in a correctly ordered sequence. 2.4 Support written communication with use of appropriately sequenced expressions and questions that help define or clarify the goal. 2.5 Write information in appropriate place on standard forms. 2.6 Adhere to workplace and cultural conventions and protocols when preparing written documents. 2.7 Provide written responses to documents in an appropriate form and tone.

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Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- literacy skills in a language other than English to:
  - read and interpret documents to:
    - identify purpose, main ideas, key issues and facts, writer attitude and mood
    - determine type of response and action required
  - write routine workplace documents using appropriate language and cultural conventions.

Required knowledge

- linguistic knowledge and writing conventions for the language being assessed, including:
  - grammar, spelling and punctuation conventions
  - features specific to the language, including vocabulary and sentence structure
- technical vocabulary required to support specific workplace activities.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the ability to:

- read and write workplace information in a language other than English:
  - understand and identify document purpose, main ideas, key issues, facts, attitude and tone of written texts (some use of a dictionary may be made but infrequently)
  - understand meaning with reasonable accuracy when reading texts related to straightforward everyday situations
  - use linguistic knowledge and skills to communicate meaning effectively in routine workplace documents (some errors may occur in writing, provided facts are not distorted and meaning is clear):
    - answering queries about products and services
    - conducting simple product and service transactions

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- providing factual information
- responding to requests for general assistance and factual information.

Context of and specific resources for assessment

Assessment must ensure use of:

- a real or simulated workplace activity where written communication in languages other than English is required
- industry materials, such as routine reports, workplace documents and informational materials written in languages other than English.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- review of written communications prepared by the individual
- written or oral questioning to assess the individual's ability to read and interpret workplace documents written in a language other than English
- written or oral questioning to assess cultural knowledge and cross-cultural communication considerations
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- SITTTSL304 Prepare quotations
- SITTTSL307 Process travel-related documentation.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Routine and non-routine workplace documents required to be read and understood may include:

- brochures and promotional material
- conference programs
- correspondence:
  - emails

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	• faxes • letters • memos • menus and wine lists • reports • reservations information • schedules and itineraries.
Visual information may include:	• diagrams • forms • labels • maps • signs • tickets.
Routine workplace documents may include:	• brief reports • complaint responses • correspondence: • emails • faxes • letters • responses to requests for routine information • thank you letters and invitations.
Written directions and instructions may include:	• general information on work health and safety rules • how to use simple equipment.

Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

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SITXLAN3322 Read and write information in a language other than English (Swiss German)

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to read and write workplace information in a language other than English. It covers reading a range of documents and writing routine documents, such as letters and brief reports.

The unit does not cover interpreting and translating skills, which are described in units of competency in the PSP04 Public Sector Training Package.

There is no direct parity with any formal language proficiency ratings or assessment framework, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 3.

Application of the Unit

This unit applies to all industry contexts and individuals working at many different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit may be customised for training delivery and assessment of proficiency in any language. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN3302 Read and write information in a language other than English (Indonesian).

SITXLAN3301	(Arabic)
SITXLAN3302	(Indonesian)
SITXLAN3303	(Cantonese)
SITXLAN3304	(Dutch)
SITXLAN3305	(Finnish)
SITXLAN3306	(French)
SITXLAN3307	(German)
SITXLAN3308	(Greek)

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SITXLAN3309	(Hindi)
SITXLAN3310	(Hungarian)
SITXLAN3311	(Italian)
SITXLAN3312	(Japanese)
SITXLAN3313	(Korean)
SITXLAN3314	(Malay)
SITXLAN3315	(Mandarin)
SITXLAN3316	(Polish)
SITXLAN3317	(Portuguese)
SITXLAN3318	(Russian)
SITXLAN3319	(Serbian)
SITXLAN3320	(Spanish)
SITXLAN3321	(Swedish)
SITXLAN3322	(Swiss German)
SITXLAN3323	(Taiwanese)
SITXLAN3324	(Thai)
SITXLAN3325	(Turkish)
SITXLAN3326	(Croatian)
SITXLAN3327	(Bosnian)
SITXLAN3328	(Australian Indigenous languages)
SITXLAN3329	(AUSLAN)

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

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Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Read and understand workplace documents.	1.1 Read and understand ***routine and non routine workplace documents***. 1.2 Interpret accompanying ***visual information*** to support comprehension. 1.3 Identify main ideas, key facts and requirements. 1.4 Identify and take account of document tone and purpose. 1.5 Act on information and respond to requests, seeking assistance where required.
2. Write simple routine workplace documents.	2.1 Prepare accurate ***routine workplace documents*** using key words, phrases, simple sentences and visual aids as required. 2.2 Clearly and accurately convey main ideas, facts and details in written text. 2.3 Provide clear ***written directions and instructions*** in a correctly ordered sequence. 2.4 Support written communication with use of appropriately sequenced expressions and questions that help define or clarify the goal. 2.5 Write information in appropriate place on standard forms. 2.6 Adhere to workplace and cultural conventions and protocols when preparing written documents. 2.7 Provide written responses to documents in an appropriate form and tone.

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Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- literacy skills in a language other than English to:
  - read and interpret documents to:
    - identify purpose, main ideas, key issues and facts, writer attitude and mood
    - determine type of response and action required
  - write routine workplace documents using appropriate language and cultural conventions.

Required knowledge

- linguistic knowledge and writing conventions for the language being assessed, including:
  - grammar, spelling and punctuation conventions
  - features specific to the language, including vocabulary and sentence structure
- technical vocabulary required to support specific workplace activities.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the ability to:

- read and write workplace information in a language other than English:
  - understand and identify document purpose, main ideas, key issues, facts, attitude and tone of written texts (some use of a dictionary may be made but infrequently)
  - understand meaning with reasonable accuracy when reading texts related to straightforward everyday situations
  - use linguistic knowledge and skills to communicate meaning effectively in routine workplace documents (some errors may occur in writing, provided facts are not distorted and meaning is clear):
    - answering queries about products and services
    - conducting simple product and service transactions

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- providing factual information
- responding to requests for general assistance and factual information.

Context of and specific resources for assessment

Assessment must ensure use of:

- a real or simulated workplace activity where written communication in languages other than English is required
- industry materials, such as routine reports, workplace documents and informational materials written in languages other than English.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- review of written communications prepared by the individual
- written or oral questioning to assess the individual's ability to read and interpret workplace documents written in a language other than English
- written or oral questioning to assess cultural knowledge and cross-cultural communication considerations
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- SITTTSL304 Prepare quotations
- SITTTSL307 Process travel-related documentation.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Routine and non-routine workplace documents required to be read and understood may include:

- brochures and promotional material
- conference programs
- correspondence:
  - emails

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	• faxes • letters • memos • menus and wine lists • reports • reservations information • schedules and itineraries.
Visual information may include:	• diagrams • forms • labels • maps • signs • tickets.
Routine workplace documents may include:	• brief reports • complaint responses • correspondence: • emails • faxes • letters • responses to requests for routine information • thank you letters and invitations.
Written directions and instructions may include:	• general information on work health and safety rules • how to use simple equipment.

Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

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SITXLAN3324 Read and write information in a language other than English (Thai)

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to read and write workplace information in a language other than English. It covers reading a range of documents and writing routine documents, such as letters and brief reports.

The unit does not cover interpreting and translating skills, which are described in units of competency in the PSP04 Public Sector Training Package.

There is no direct parity with any formal language proficiency ratings or assessment framework, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 3.

Application of the Unit

This unit applies to all industry contexts and individuals working at many different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit may be customised for training delivery and assessment of proficiency in any language. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN3302 Read and write information in a language other than English (Indonesian).

SITXLAN3301	(Arabic)
SITXLAN3302	(Indonesian)
SITXLAN3303	(Cantonese)
SITXLAN3304	(Dutch)
SITXLAN3305	(Finnish)
SITXLAN3306	(French)
SITXLAN3307	(German)
SITXLAN3308	(Greek)

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SITXLAN3309	(Hindi)
SITXLAN3310	(Hungarian)
SITXLAN3311	(Italian)
SITXLAN3312	(Japanese)
SITXLAN3313	(Korean)
SITXLAN3314	(Malay)
SITXLAN3315	(Mandarin)
SITXLAN3316	(Polish)
SITXLAN3317	(Portuguese)
SITXLAN3318	(Russian)
SITXLAN3319	(Serbian)
SITXLAN3320	(Spanish)
SITXLAN3321	(Swedish)
SITXLAN3322	(Swiss German)
SITXLAN3323	(Taiwanese)
SITXLAN3324	(Thai)
SITXLAN3325	(Turkish)
SITXLAN3326	(Croatian)
SITXLAN3327	(Bosnian)
SITXLAN3328	(Australian Indigenous languages)
SITXLAN3329	(AUSLAN)

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

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Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Read and understand workplace documents.	1.1 Read and understand ***routine and non routine workplace documents***. 1.2 Interpret accompanying ***visual information*** to support comprehension. 1.3 Identify main ideas, key facts and requirements. 1.4 Identify and take account of document tone and purpose. 1.5 Act on information and respond to requests, seeking assistance where required.
2. Write simple routine workplace documents.	2.1 Prepare accurate ***routine workplace documents*** using key words, phrases, simple sentences and visual aids as required. 2.2 Clearly and accurately convey main ideas, facts and details in written text. 2.3 Provide clear ***written directions and instructions*** in a correctly ordered sequence. 2.4 Support written communication with use of appropriately sequenced expressions and questions that help define or clarify the goal. 2.5 Write information in appropriate place on standard forms. 2.6 Adhere to workplace and cultural conventions and protocols when preparing written documents. 2.7 Provide written responses to documents in an appropriate form and tone.

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Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- literacy skills in a language other than English to:
  - read and interpret documents to:
    - identify purpose, main ideas, key issues and facts, writer attitude and mood
    - determine type of response and action required
  - write routine workplace documents using appropriate language and cultural conventions.

Required knowledge

- linguistic knowledge and writing conventions for the language being assessed, including:
  - grammar, spelling and punctuation conventions
  - features specific to the language, including vocabulary and sentence structure
- technical vocabulary required to support specific workplace activities.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the ability to:

- read and write workplace information in a language other than English:
  - understand and identify document purpose, main ideas, key issues, facts, attitude and tone of written texts (some use of a dictionary may be made but infrequently)
  - understand meaning with reasonable accuracy when reading texts related to straightforward everyday situations
  - use linguistic knowledge and skills to communicate meaning effectively in routine workplace documents (some errors may occur in writing, provided facts are not distorted and meaning is clear):
    - answering queries about products and services
    - conducting simple product and service transactions

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- providing factual information
- responding to requests for general assistance and factual information.

Context of and specific resources for assessment

Assessment must ensure use of:

- a real or simulated workplace activity where written communication in languages other than English is required
- industry materials, such as routine reports, workplace documents and informational materials written in languages other than English.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- review of written communications prepared by the individual
- written or oral questioning to assess the individual's ability to read and interpret workplace documents written in a language other than English
- written or oral questioning to assess cultural knowledge and cross-cultural communication considerations
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- SITTTSL304 Prepare quotations
- SITTTSL307 Process travel-related documentation.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Routine and non-routine workplace documents required to be read and understood may include:

- brochures and promotional material
- conference programs
- correspondence:
  - emails

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	• faxes • letters • memos • menus and wine lists • reports • reservations information • schedules and itineraries.
Visual information may include:	• diagrams • forms • labels • maps • signs • tickets.
Routine workplace documents may include:	• brief reports • complaint responses • correspondence: • emails • faxes • letters • responses to requests for routine information • thank you letters and invitations.
Written directions and instructions may include:	• general information on work health and safety rules • how to use simple equipment.

Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

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SITXLAN3325 Read and write information in a language other than English (Turkish)

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to read and write workplace information in a language other than English. It covers reading a range of documents and writing routine documents, such as letters and brief reports.

The unit does not cover interpreting and translating skills, which are described in units of competency in the PSP04 Public Sector Training Package.

There is no direct parity with any formal language proficiency ratings or assessment framework, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 3.

Application of the Unit

This unit applies to all industry contexts and individuals working at many different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit may be customised for training delivery and assessment of proficiency in any language. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN3302 Read and write information in a language other than English (Indonesian).

SITXLAN3301	(Arabic)
SITXLAN3302	(Indonesian)
SITXLAN3303	(Cantonese)
SITXLAN3304	(Dutch)
SITXLAN3305	(Finnish)
SITXLAN3306	(French)
SITXLAN3307	(German)
SITXLAN3308	(Greek)

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SITXLAN3309	(Hindi)
SITXLAN3310	(Hungarian)
SITXLAN3311	(Italian)
SITXLAN3312	(Japanese)
SITXLAN3313	(Korean)
SITXLAN3314	(Malay)
SITXLAN3315	(Mandarin)
SITXLAN3316	(Polish)
SITXLAN3317	(Portuguese)
SITXLAN3318	(Russian)
SITXLAN3319	(Serbian)
SITXLAN3320	(Spanish)
SITXLAN3321	(Swedish)
SITXLAN3322	(Swiss German)
SITXLAN3323	(Taiwanese)
SITXLAN3324	(Thai)
SITXLAN3325	(Turkish)
SITXLAN3326	(Croatian)
SITXLAN3327	(Bosnian)
SITXLAN3328	(Australian Indigenous languages)
SITXLAN3329	(AUSLAN)

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

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Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Read and understand workplace documents.	1.1 Read and understand ***routine and non routine workplace documents***. 1.2 Interpret accompanying ***visual information*** to support comprehension. 1.3 Identify main ideas, key facts and requirements. 1.4 Identify and take account of document tone and purpose. 1.5 Act on information and respond to requests, seeking assistance where required.
2. Write simple routine workplace documents.	2.1 Prepare accurate ***routine workplace documents*** using key words, phrases, simple sentences and visual aids as required. 2.2 Clearly and accurately convey main ideas, facts and details in written text. 2.3 Provide clear ***written directions and instructions*** in a correctly ordered sequence. 2.4 Support written communication with use of appropriately sequenced expressions and questions that help define or clarify the goal. 2.5 Write information in appropriate place on standard forms. 2.6 Adhere to workplace and cultural conventions and protocols when preparing written documents. 2.7 Provide written responses to documents in an appropriate form and tone.

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Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- literacy skills in a language other than English to:
  - read and interpret documents to:
    - identify purpose, main ideas, key issues and facts, writer attitude and mood
    - determine type of response and action required
  - write routine workplace documents using appropriate language and cultural conventions.

Required knowledge

- linguistic knowledge and writing conventions for the language being assessed, including:
  - grammar, spelling and punctuation conventions
  - features specific to the language, including vocabulary and sentence structure
- technical vocabulary required to support specific workplace activities.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the ability to:

- read and write workplace information in a language other than English:
  - understand and identify document purpose, main ideas, key issues, facts, attitude and tone of written texts (some use of a dictionary may be made but infrequently)
  - understand meaning with reasonable accuracy when reading texts related to straightforward everyday situations
  - use linguistic knowledge and skills to communicate meaning effectively in routine workplace documents (some errors may occur in writing, provided facts are not distorted and meaning is clear):
    - answering queries about products and services
    - conducting simple product and service transactions

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- providing factual information
- responding to requests for general assistance and factual information.

Context of and specific resources for assessment

Assessment must ensure use of:

- a real or simulated workplace activity where written communication in languages other than English is required
- industry materials, such as routine reports, workplace documents and informational materials written in languages other than English.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- review of written communications prepared by the individual
- written or oral questioning to assess the individual's ability to read and interpret workplace documents written in a language other than English
- written or oral questioning to assess cultural knowledge and cross-cultural communication considerations
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- SITTTSL304 Prepare quotations
- SITTTSL307 Process travel-related documentation.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Routine and non-routine workplace documents required to be read and understood may include:

- brochures and promotional material
- conference programs
- correspondence:
  - emails

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	• faxes • letters • memos • menus and wine lists • reports • reservations information • schedules and itineraries.
Visual information may include:	• diagrams • forms • labels • maps • signs • tickets.
Routine workplace documents may include:	• brief reports • complaint responses • correspondence: • emails • faxes • letters • responses to requests for routine information • thank you letters and invitations.
Written directions and instructions may include:	• general information on work health and safety rules • how to use simple equipment.

Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

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SITXLAN3326 Read and write information in a language other than English (Croatian)

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to read and write workplace information in a language other than English. It covers reading a range of documents and writing routine documents, such as letters and brief reports.

The unit does not cover interpreting and translating skills, which are described in units of competency in the PSP04 Public Sector Training Package.

There is no direct parity with any formal language proficiency ratings or assessment framework, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 3.

Application of the Unit

This unit applies to all industry contexts and individuals working at many different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit may be customised for training delivery and assessment of proficiency in any language. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN3302 Read and write information in a language other than English (Indonesian).

SITXLAN3301	(Arabic)
SITXLAN3302	(Indonesian)
SITXLAN3303	(Cantonese)
SITXLAN3304	(Dutch)
SITXLAN3305	(Finnish)
SITXLAN3306	(French)
SITXLAN3307	(German)
SITXLAN3308	(Greek)

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SITXLAN3309	(Hindi)
SITXLAN3310	(Hungarian)
SITXLAN3311	(Italian)
SITXLAN3312	(Japanese)
SITXLAN3313	(Korean)
SITXLAN3314	(Malay)
SITXLAN3315	(Mandarin)
SITXLAN3316	(Polish)
SITXLAN3317	(Portuguese)
SITXLAN3318	(Russian)
SITXLAN3319	(Serbian)
SITXLAN3320	(Spanish)
SITXLAN3321	(Swedish)
SITXLAN3322	(Swiss German)
SITXLAN3323	(Taiwanese)
SITXLAN3324	(Thai)
SITXLAN3325	(Turkish)
SITXLAN3326	(Croatian)
SITXLAN3327	(Bosnian)
SITXLAN3328	(Australian Indigenous languages)
SITXLAN3329	(AUSLAN)

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

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Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Read and understand workplace documents.	1.1 Read and understand ***routine and non routine workplace documents***. 1.2 Interpret accompanying ***visual information*** to support comprehension. 1.3 Identify main ideas, key facts and requirements. 1.4 Identify and take account of document tone and purpose. 1.5 Act on information and respond to requests, seeking assistance where required.
2. Write simple routine workplace documents.	2.1 Prepare accurate ***routine workplace documents*** using key words, phrases, simple sentences and visual aids as required. 2.2 Clearly and accurately convey main ideas, facts and details in written text. 2.3 Provide clear ***written directions and instructions*** in a correctly ordered sequence. 2.4 Support written communication with use of appropriately sequenced expressions and questions that help define or clarify the goal. 2.5 Write information in appropriate place on standard forms. 2.6 Adhere to workplace and cultural conventions and protocols when preparing written documents. 2.7 Provide written responses to documents in an appropriate form and tone.

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Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- literacy skills in a language other than English to:
  - read and interpret documents to:
    - identify purpose, main ideas, key issues and facts, writer attitude and mood
    - determine type of response and action required
  - write routine workplace documents using appropriate language and cultural conventions.

Required knowledge

- linguistic knowledge and writing conventions for the language being assessed, including:
  - grammar, spelling and punctuation conventions
  - features specific to the language, including vocabulary and sentence structure
- technical vocabulary required to support specific workplace activities.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the ability to:

- read and write workplace information in a language other than English:
  - understand and identify document purpose, main ideas, key issues, facts, attitude and tone of written texts (some use of a dictionary may be made but infrequently)
  - understand meaning with reasonable accuracy when reading texts related to straightforward everyday situations
  - use linguistic knowledge and skills to communicate meaning effectively in routine workplace documents (some errors may occur in writing, provided facts are not distorted and meaning is clear):
    - answering queries about products and services
    - conducting simple product and service transactions

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- providing factual information
- responding to requests for general assistance and factual information.

Context of and specific resources for assessment

Assessment must ensure use of:

- a real or simulated workplace activity where written communication in languages other than English is required
- industry materials, such as routine reports, workplace documents and informational materials written in languages other than English.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- review of written communications prepared by the individual
- written or oral questioning to assess the individual's ability to read and interpret workplace documents written in a language other than English
- written or oral questioning to assess cultural knowledge and cross-cultural communication considerations
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- SITTTSL304 Prepare quotations
- SITTTSL307 Process travel-related documentation.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Routine and non-routine workplace documents required to be read and understood may include:

- brochures and promotional material
- conference programs
- correspondence:
  - emails

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	• faxes • letters • memos • menus and wine lists • reports • reservations information • schedules and itineraries.
Visual information may include:	• diagrams • forms • labels • maps • signs • tickets.

Routine workplace documents may include:	• brief reports
	• complaint responses
	• correspondence:
	  • emails
	  • faxes
	  • letters
	• responses to requests for routine information
	• thank you letters and invitations.

Written directions and instructions may include:	• general information on work health and safety rules • how to use simple equipment.

Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

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SITXLAN3327 Read and write information in a language other than English (Bosnian)

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to read and write workplace information in a language other than English. It covers reading a range of documents and writing routine documents, such as letters and brief reports.

The unit does not cover interpreting and translating skills, which are described in units of competency in the PSP04 Public Sector Training Package.

There is no direct parity with any formal language proficiency ratings or assessment framework, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 3.

Application of the Unit

This unit applies to all industry contexts and individuals working at many different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit may be customised for training delivery and assessment of proficiency in any language. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN3302 Read and write information in a language other than English (Indonesian).

SITXLAN3301	(Arabic)
SITXLAN3302	(Indonesian)
SITXLAN3303	(Cantonese)
SITXLAN3304	(Dutch)
SITXLAN3305	(Finnish)
SITXLAN3306	(French)
SITXLAN3307	(German)
SITXLAN3308	(Greek)

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SITXLAN3309	(Hindi)
SITXLAN3310	(Hungarian)
SITXLAN3311	(Italian)
SITXLAN3312	(Japanese)
SITXLAN3313	(Korean)
SITXLAN3314	(Malay)
SITXLAN3315	(Mandarin)
SITXLAN3316	(Polish)
SITXLAN3317	(Portuguese)
SITXLAN3318	(Russian)
SITXLAN3319	(Serbian)
SITXLAN3320	(Spanish)
SITXLAN3321	(Swedish)
SITXLAN3322	(Swiss German)
SITXLAN3323	(Taiwanese)
SITXLAN3324	(Thai)
SITXLAN3325	(Turkish)
SITXLAN3326	(Croatian)
SITXLAN3327	(Bosnian)
SITXLAN3328	(Australian Indigenous languages)
SITXLAN3329	(AUSLAN)

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

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Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Read and understand workplace documents.	1.1 Read and understand ***routine and non routine workplace documents***. 1.2 Interpret accompanying ***visual information*** to support comprehension. 1.3 Identify main ideas, key facts and requirements. 1.4 Identify and take account of document tone and purpose. 1.5 Act on information and respond to requests, seeking assistance where required.
2. Write simple routine workplace documents.	2.1 Prepare accurate ***routine workplace documents*** using key words, phrases, simple sentences and visual aids as required. 2.2 Clearly and accurately convey main ideas, facts and details in written text. 2.3 Provide clear ***written directions and instructions*** in a correctly ordered sequence. 2.4 Support written communication with use of appropriately sequenced expressions and questions that help define or clarify the goal. 2.5 Write information in appropriate place on standard forms. 2.6 Adhere to workplace and cultural conventions and protocols when preparing written documents. 2.7 Provide written responses to documents in an appropriate form and tone.

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Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- literacy skills in a language other than English to:
  - read and interpret documents to:
    - identify purpose, main ideas, key issues and facts, writer attitude and mood
    - determine type of response and action required
  - write routine workplace documents using appropriate language and cultural conventions.

Required knowledge

- linguistic knowledge and writing conventions for the language being assessed, including:
  - grammar, spelling and punctuation conventions
  - features specific to the language, including vocabulary and sentence structure
- technical vocabulary required to support specific workplace activities.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the ability to:

- read and write workplace information in a language other than English:
  - understand and identify document purpose, main ideas, key issues, facts, attitude and tone of written texts (some use of a dictionary may be made but infrequently)
  - understand meaning with reasonable accuracy when reading texts related to straightforward everyday situations
  - use linguistic knowledge and skills to communicate meaning effectively in routine workplace documents (some errors may occur in writing, provided facts are not distorted and meaning is clear):
    - answering queries about products and services
    - conducting simple product and service transactions

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- providing factual information
- responding to requests for general assistance and factual information.

Context of and specific resources for assessment

Assessment must ensure use of:

- a real or simulated workplace activity where written communication in languages other than English is required
- industry materials, such as routine reports, workplace documents and informational materials written in languages other than English.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- review of written communications prepared by the individual
- written or oral questioning to assess the individual's ability to read and interpret workplace documents written in a language other than English
- written or oral questioning to assess cultural knowledge and cross-cultural communication considerations
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- SITTTSL304 Prepare quotations
- SITTTSL307 Process travel-related documentation.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Routine and non-routine workplace documents required to be read and understood may include:

- brochures and promotional material
- conference programs
- correspondence:
  - emails

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	• faxes • letters • memos • menus and wine lists • reports • reservations information • schedules and itineraries.
Visual information may include:	• diagrams • forms • labels • maps • signs • tickets.
Routine workplace documents may include:	• brief reports • complaint responses • correspondence: • emails • faxes • letters • responses to requests for routine information • thank you letters and invitations.
Written directions and instructions may include:	• general information on work health and safety rules • how to use simple equipment.

Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

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SITXLAN3328 Read and write information in a language other than English (Australian Indigenous languages)

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to read and write workplace information in a language other than English. It covers reading a range of documents and writing routine documents, such as letters and brief reports.

The unit does not cover interpreting and translating skills, which are described in units of competency in the PSP04 Public Sector Training Package.

There is no direct parity with any formal language proficiency ratings or assessment framework, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 3.

Application of the Unit

This unit applies to all industry contexts and individuals working at many different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit may be customised for training delivery and assessment of proficiency in any language. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN3302 Read and write information in a language other than English (Indonesian).

SITXLAN3301	(Arabic)
SITXLAN3302	(Indonesian)
SITXLAN3303	(Cantonese)
SITXLAN3304	(Dutch)
SITXLAN3305	(Finnish)
SITXLAN3306	(French)
SITXLAN3307	(German)
SITXLAN3308	(Greek)

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SITXLAN3309	(Hindi)
SITXLAN3310	(Hungarian)
SITXLAN3311	(Italian)
SITXLAN3312	(Japanese)
SITXLAN3313	(Korean)
SITXLAN3314	(Malay)
SITXLAN3315	(Mandarin)
SITXLAN3316	(Polish)
SITXLAN3317	(Portuguese)
SITXLAN3318	(Russian)
SITXLAN3319	(Serbian)
SITXLAN3320	(Spanish)
SITXLAN3321	(Swedish)
SITXLAN3322	(Swiss German)
SITXLAN3323	(Taiwanese)
SITXLAN3324	(Thai)
SITXLAN3325	(Turkish)
SITXLAN3326	(Croatian)
SITXLAN3327	(Bosnian)
SITXLAN3328	(Australian Indigenous languages)
SITXLAN3329	(AUSLAN)

Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

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Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Read and understand workplace documents.	1.1 Read and understand ***routine and non routine workplace documents***. 1.2 Interpret accompanying ***visual information*** to support comprehension. 1.3 Identify main ideas, key facts and requirements. 1.4 Identify and take account of document tone and purpose. 1.5 Act on information and respond to requests, seeking assistance where required.
2. Write simple routine workplace documents.	2.1 Prepare accurate ***routine workplace documents*** using key words, phrases, simple sentences and visual aids as required. 2.2 Clearly and accurately convey main ideas, facts and details in written text. 2.3 Provide clear ***written directions and instructions*** in a correctly ordered sequence. 2.4 Support written communication with use of appropriately sequenced expressions and questions that help define or clarify the goal. 2.5 Write information in appropriate place on standard forms. 2.6 Adhere to workplace and cultural conventions and protocols when preparing written documents. 2.7 Provide written responses to documents in an appropriate form and tone.

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Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- literacy skills in a language other than English to:
  - read and interpret documents to:
    - identify purpose, main ideas, key issues and facts, writer attitude and mood
    - determine type of response and action required
  - write routine workplace documents using appropriate language and cultural conventions.

Required knowledge

- linguistic knowledge and writing conventions for the language being assessed, including:
  - grammar, spelling and punctuation conventions
  - features specific to the language, including vocabulary and sentence structure
- technical vocabulary required to support specific workplace activities.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the ability to:

- read and write workplace information in a language other than English:
  - understand and identify document purpose, main ideas, key issues, facts, attitude and tone of written texts (some use of a dictionary may be made but infrequently)
  - understand meaning with reasonable accuracy when reading texts related to straightforward everyday situations
  - use linguistic knowledge and skills to communicate meaning effectively in routine workplace documents (some errors may occur in writing, provided facts are not distorted and meaning is clear):
    - answering queries about products and services
    - conducting simple product and service transactions

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- providing factual information
- responding to requests for general assistance and factual information.

Context of and specific resources for assessment

Assessment must ensure use of:

- a real or simulated workplace activity where written communication in languages other than English is required
- industry materials, such as routine reports, workplace documents and informational materials written in languages other than English.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- review of written communications prepared by the individual
- written or oral questioning to assess the individual's ability to read and interpret workplace documents written in a language other than English
- written or oral questioning to assess cultural knowledge and cross-cultural communication considerations
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- SITTTSL304 Prepare quotations
- SITTTSL307 Process travel-related documentation.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Routine and non-routine workplace documents required to be read and understood may include:

- brochures and promotional material
- conference programs
- correspondence:
  - emails

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	• faxes • letters • memos • menus and wine lists • reports • reservations information • schedules and itineraries.
Visual information may include:	• diagrams • forms • labels • maps • signs • tickets.

Routine workplace documents may include:	• brief reports
	• complaint responses
	• correspondence:
	  • emails
	  • faxes
	  • letters
	• responses to requests for routine information
	• thank you letters and invitations.

Written directions and instructions may include:	• general information on work health and safety rules • how to use simple equipment.

Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

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SITXLAN3401 Read and write documents in a language other than English (Arabic)

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to read and write a range of workplace documents in a language other than English at a high level of complexity and fluency, including summarising texts, and reproducing information from texts in one language to prepare a text in another.

The unit does not cover interpreting and translating skills, which are described in units of competency in the PSP04 Public Sector Training Package.

There is no direct parity with any formal language proficiency ratings or assessment framework, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 4 to 4+.

Application of the Unit

This unit applies to all industry contexts and to individuals working at different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit may be customised for training delivery and assessment of proficiency in any language. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN3403 Read and write documents in a language other than English (Cantonese).

SITXLAN3401	(Arabic)
SITXLAN3402	(Indonesian)
SITXLAN3403	(Cantonese)
SITXLAN3404	(Dutch)
SITXLAN3405	(Finnish)
SITXLAN3406	(French)
SITXLAN3407	(German)

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SITXLAN3408	(Greek)
SITXLAN3409	(Hindi)
SITXLAN3410	(Hungarian)
SITXLAN3411	(Italian)
SITXLAN3412	(Japanese)
SITXLAN3413	(Korean)
SITXLAN3414	(Malay)
SITXLAN3415	(Mandarin)
SITXLAN3416	(Polish)
SITXLAN3417	(Portuguese)
SITXLAN3418	(Russian)
SITXLAN3419	(Serbian)
SITXLAN3420	(Spanish)
SITXLAN3421	(Swedish)
SITXLAN3422	(Swiss German)
SITXLAN3423	(Taiwanese)
SITXLAN3424	(Thai)
SITXLAN3425	(Turkish)
SITXLAN3426	(Croatian)
SITXLAN3427	(Bosnian)
SITXLAN3428	(Australian Indigenous languages)
SITXLAN3429	(AUSLAN)

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Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Read workplace documents.	1.1 Read and understand ***workplace documents***, including explicit and implicit information, ideas, technical information and writer requirements. 1.2 Interpret accompanying visual and graphics material. 1.3 Understand the culturally specific meaning contained in documents.
2. Provide informal written translations.	2.1 Capture and convey information in written texts and summaries, taking account of cultural differences. 2.2 Provide explanation or comments to clarify meaning as required, especially about culturally specific details. 2.3 Recognise ***documents requiring professional translation*** and arrange for assistance as required.
3. Write workplace documents.	3.1 Produce ***written workplace documents*** according to recognised conventions, standards and formats. 3.2 Ensure content of written documents is appropriate to audience and purpose. 3.3 Develop ideas in appropriate depth to meet the requirements of the particular context. 3.4 Tailor language to meet requirements of the situation. 3.5 Observe social and cultural conventions when writing

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workplace documents.

3.6 Write documents with minimal errors so that intended meaning is clearly conveyed to the reader.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- literacy skills in a language other than English to:
  - read and interpret information and workplace documents that include some complex ideas and concepts
  - write documents that require clear and fluent expression of information and ideas
  - appropriately structure texts
  - use language tailored to the requirements of the situation.

Required knowledge

- linguistic knowledge and writing conventions for the language being assessed, including:
  - grammar, spelling and punctuation conventions
  - social, workplace and cultural conventions
  - ways to convey nuances of meaning
- technical vocabulary for specific workplace activities
- standard formats and protocols for a range of workplace documents relevant to the workplace.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the ability to:

- read and write workplace documents required to fulfil a given job role in a language other than English:
  - read and write a range of workplace documents
  - write documents with clear and fluent expression of information and ideas, correct structure and appropriate style and tone for the audience and

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	workplace situation (rare linguistic errors may occur).
Context of and specific resources for assessment	Assessment must ensure use of: • a real or simulated workplace activity where written communication in languages other than English is required • industry documents, such as reports and promotional materials written in languages other than English.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • review of written communications prepared by the individual • written and oral questioning to assess the individual's ability to interpret workplace documents • written or oral questioning to assess cultural knowledge and cross-cultural communication considerations • written or oral questioning to assess linguistic knowledge, generic structure and other specific language features, such as vocabulary and sentence structure • review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.
Guidance information for assessment	The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example: • BSBWRT401A Write complex documents • SITTTSL304 Prepare quotations • SITTTSL307 Process travel-related documentation.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Workplace documents to be read and informally interpreted may include:	• brochures and promotional material • conference programs • correspondence

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- manuals
- menus and wine lists
- reports
- reservations information
- schedules and itineraries.

Documents requiring professional translation may include:

- complex contractual documents
- complex proposals, submissions and tenders.

Written workplace documents may include:

- correspondence
- menus and wine lists
- promotional material
- quotations
- reservations information
- schedules and itineraries
- simple manuals
- simple reports.

Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

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SITXLAN3402 Read and write documents in a language other than English (Indonesian)

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to read and write a range of workplace documents in a language other than English at a high level of complexity and fluency, including summarising texts, and reproducing information from texts in one language to prepare a text in another.

The unit does not cover interpreting and translating skills, which are described in units of competency in the PSP04 Public Sector Training Package.

There is no direct parity with any formal language proficiency ratings or assessment framework, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 4 to 4+.

Application of the Unit

This unit applies to all industry contexts and to individuals working at different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit may be customised for training delivery and assessment of proficiency in any language. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN3403 Read and write documents in a language other than English (Cantonese).

SITXLAN3401	(Arabic)
SITXLAN3402	(Indonesian)
SITXLAN3403	(Cantonese)
SITXLAN3404	(Dutch)
SITXLAN3405	(Finnish)
SITXLAN3406	(French)
SITXLAN3407	(German)

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SITXLAN3408	(Greek)
SITXLAN3409	(Hindi)
SITXLAN3410	(Hungarian)
SITXLAN3411	(Italian)
SITXLAN3412	(Japanese)
SITXLAN3413	(Korean)
SITXLAN3414	(Malay)
SITXLAN3415	(Mandarin)
SITXLAN3416	(Polish)
SITXLAN3417	(Portuguese)
SITXLAN3418	(Russian)
SITXLAN3419	(Serbian)
SITXLAN3420	(Spanish)
SITXLAN3421	(Swedish)
SITXLAN3422	(Swiss German)
SITXLAN3423	(Taiwanese)
SITXLAN3424	(Thai)
SITXLAN3425	(Turkish)
SITXLAN3426	(Croatian)
SITXLAN3427	(Bosnian)
SITXLAN3428	(Australian Indigenous languages)
SITXLAN3429	(AUSLAN)

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Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Read workplace documents.	1.1 Read and understand ***workplace documents***, including explicit and implicit information, ideas, technical information and writer requirements. 1.2 Interpret accompanying visual and graphics material. 1.3 Understand the culturally specific meaning contained in documents.
2. Provide informal written translations.	2.1 Capture and convey information in written texts and summaries, taking account of cultural differences. 2.2 Provide explanation or comments to clarify meaning as required, especially about culturally specific details. 2.3 Recognise ***documents requiring professional translation*** and arrange for assistance as required.
3. Write workplace documents.	3.1 Produce ***written workplace documents*** according to recognised conventions, standards and formats. 3.2 Ensure content of written documents is appropriate to audience and purpose. 3.3 Develop ideas in appropriate depth to meet the requirements of the particular context. 3.4 Tailor language to meet requirements of the situation. 3.5 Observe social and cultural conventions when writing

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workplace documents.

3.6 Write documents with minimal errors so that intended meaning is clearly conveyed to the reader.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- literacy skills in a language other than English to:
  - read and interpret information and workplace documents that include some complex ideas and concepts
  - write documents that require clear and fluent expression of information and ideas
  - appropriately structure texts
  - use language tailored to the requirements of the situation.

Required knowledge

- linguistic knowledge and writing conventions for the language being assessed, including:
  - grammar, spelling and punctuation conventions
  - social, workplace and cultural conventions
  - ways to convey nuances of meaning
- technical vocabulary for specific workplace activities
- standard formats and protocols for a range of workplace documents relevant to the workplace.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the ability to:

- read and write workplace documents required to fulfil a given job role in a language other than English:
  - read and write a range of workplace documents
  - write documents with clear and fluent expression of information and ideas, correct structure and appropriate style and tone for the audience and

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workplace situation (rare linguistic errors may occur).

Context of and specific resources for assessment

Assessment must ensure use of:

- a real or simulated workplace activity where written communication in languages other than English is required
- industry documents, such as reports and promotional materials written in languages other than English.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- review of written communications prepared by the individual
- written and oral questioning to assess the individual's ability to interpret workplace documents
- written or oral questioning to assess cultural knowledge and cross-cultural communication considerations
- written or oral questioning to assess linguistic knowledge, generic structure and other specific language features, such as vocabulary and sentence structure
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- BSBWRT401A Write complex documents
- SITTTSL304 Prepare quotations
- SITTTSL307 Process travel-related documentation.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Workplace documents to be read and informally interpreted may include:

- brochures and promotional material
- conference programs
- correspondence

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- manuals
- menus and wine lists
- reports
- reservations information
- schedules and itineraries.

Documents requiring professional translation may include:

- complex contractual documents
- complex proposals, submissions and tenders.

Written workplace documents may include:

- correspondence
- menus and wine lists
- promotional material
- quotations
- reservations information
- schedules and itineraries
- simple manuals
- simple reports.

Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

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SITXLAN3404 Read and write documents in a language other than English (Dutch)

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to read and write a range of workplace documents in a language other than English at a high level of complexity and fluency, including summarising texts, and reproducing information from texts in one language to prepare a text in another.

The unit does not cover interpreting and translating skills, which are described in units of competency in the PSP04 Public Sector Training Package.

There is no direct parity with any formal language proficiency ratings or assessment framework, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 4 to 4+.

Application of the Unit

This unit applies to all industry contexts and to individuals working at different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit may be customised for training delivery and assessment of proficiency in any language. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN3403 Read and write documents in a language other than English (Cantonese).

SITXLAN3401	(Arabic)
SITXLAN3402	(Indonesian)
SITXLAN3403	(Cantonese)
SITXLAN3404	(Dutch)
SITXLAN3405	(Finnish)
SITXLAN3406	(French)
SITXLAN3407	(German)

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SITXLAN3408	(Greek)
SITXLAN3409	(Hindi)
SITXLAN3410	(Hungarian)
SITXLAN3411	(Italian)
SITXLAN3412	(Japanese)
SITXLAN3413	(Korean)
SITXLAN3414	(Malay)
SITXLAN3415	(Mandarin)
SITXLAN3416	(Polish)
SITXLAN3417	(Portuguese)
SITXLAN3418	(Russian)
SITXLAN3419	(Serbian)
SITXLAN3420	(Spanish)
SITXLAN3421	(Swedish)
SITXLAN3422	(Swiss German)
SITXLAN3423	(Taiwanese)
SITXLAN3424	(Thai)
SITXLAN3425	(Turkish)
SITXLAN3426	(Croatian)
SITXLAN3427	(Bosnian)
SITXLAN3428	(Australian Indigenous languages)
SITXLAN3429	(AUSLAN)

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Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Read workplace documents.	1.1 Read and understand ***workplace documents***, including explicit and implicit information, ideas, technical information and writer requirements. 1.2 Interpret accompanying visual and graphics material. 1.3 Understand the culturally specific meaning contained in documents.
2. Provide informal written translations.	2.1 Capture and convey information in written texts and summaries, taking account of cultural differences. 2.2 Provide explanation or comments to clarify meaning as required, especially about culturally specific details. 2.3 Recognise ***documents requiring professional translation*** and arrange for assistance as required.
3. Write workplace documents.	3.1 Produce ***written workplace documents*** according to recognised conventions, standards and formats. 3.2 Ensure content of written documents is appropriate to audience and purpose. 3.3 Develop ideas in appropriate depth to meet the requirements of the particular context. 3.4 Tailor language to meet requirements of the situation. 3.5 Observe social and cultural conventions when writing

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workplace documents.

3.6 Write documents with minimal errors so that intended meaning is clearly conveyed to the reader.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- literacy skills in a language other than English to:
  - read and interpret information and workplace documents that include some complex ideas and concepts
  - write documents that require clear and fluent expression of information and ideas
  - appropriately structure texts
  - use language tailored to the requirements of the situation.

Required knowledge

- linguistic knowledge and writing conventions for the language being assessed, including:
  - grammar, spelling and punctuation conventions
  - social, workplace and cultural conventions
  - ways to convey nuances of meaning
- technical vocabulary for specific workplace activities
- standard formats and protocols for a range of workplace documents relevant to the workplace.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the ability to:

- read and write workplace documents required to fulfil a given job role in a language other than English:
  - read and write a range of workplace documents
  - write documents with clear and fluent expression of information and ideas, correct structure and appropriate style and tone for the audience and

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workplace situation (rare linguistic errors may occur).

Context of and specific resources for assessment

Assessment must ensure use of:

- a real or simulated workplace activity where written communication in languages other than English is required
- industry documents, such as reports and promotional materials written in languages other than English.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- review of written communications prepared by the individual
- written and oral questioning to assess the individual's ability to interpret workplace documents
- written or oral questioning to assess cultural knowledge and cross-cultural communication considerations
- written or oral questioning to assess linguistic knowledge, generic structure and other specific language features, such as vocabulary and sentence structure
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- BSBWRT401A Write complex documents
- SITTTSL304 Prepare quotations
- SITTTSL307 Process travel-related documentation.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Workplace documents to be read and informally interpreted may include:

- brochures and promotional material
- conference programs
- correspondence

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- manuals
- menus and wine lists
- reports
- reservations information
- schedules and itineraries.

Documents requiring professional translation may include:

- complex contractual documents
- complex proposals, submissions and tenders.

Written workplace documents may include:

- correspondence
- menus and wine lists
- promotional material
- quotations
- reservations information
- schedules and itineraries
- simple manuals
- simple reports.

Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

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SITXLAN3405 Read and write documents in a language other than English (Finnish)

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to read and write a range of workplace documents in a language other than English at a high level of complexity and fluency, including summarising texts, and reproducing information from texts in one language to prepare a text in another.

The unit does not cover interpreting and translating skills, which are described in units of competency in the PSP04 Public Sector Training Package.

There is no direct parity with any formal language proficiency ratings or assessment framework, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 4 to 4+.

Application of the Unit

This unit applies to all industry contexts and to individuals working at different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit may be customised for training delivery and assessment of proficiency in any language. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN3403 Read and write documents in a language other than English (Cantonese).

SITXLAN3401	(Arabic)
SITXLAN3402	(Indonesian)
SITXLAN3403	(Cantonese)
SITXLAN3404	(Dutch)
SITXLAN3405	(Finnish)
SITXLAN3406	(French)
SITXLAN3407	(German)

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SITXLAN3408	(Greek)
SITXLAN3409	(Hindi)
SITXLAN3410	(Hungarian)
SITXLAN3411	(Italian)
SITXLAN3412	(Japanese)
SITXLAN3413	(Korean)
SITXLAN3414	(Malay)
SITXLAN3415	(Mandarin)
SITXLAN3416	(Polish)
SITXLAN3417	(Portuguese)
SITXLAN3418	(Russian)
SITXLAN3419	(Serbian)
SITXLAN3420	(Spanish)
SITXLAN3421	(Swedish)
SITXLAN3422	(Swiss German)
SITXLAN3423	(Taiwanese)
SITXLAN3424	(Thai)
SITXLAN3425	(Turkish)
SITXLAN3426	(Croatian)
SITXLAN3427	(Bosnian)
SITXLAN3428	(Australian Indigenous languages)
SITXLAN3429	(AUSLAN)

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Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Read workplace documents.	1.1 Read and understand ***workplace documents***, including explicit and implicit information, ideas, technical information and writer requirements. 1.2 Interpret accompanying visual and graphics material. 1.3 Understand the culturally specific meaning contained in documents.
2. Provide informal written translations.	2.1 Capture and convey information in written texts and summaries, taking account of cultural differences. 2.2 Provide explanation or comments to clarify meaning as required, especially about culturally specific details. 2.3 Recognise ***documents requiring professional translation*** and arrange for assistance as required.
3. Write workplace documents.	3.1 Produce ***written workplace documents*** according to recognised conventions, standards and formats. 3.2 Ensure content of written documents is appropriate to audience and purpose. 3.3 Develop ideas in appropriate depth to meet the requirements of the particular context. 3.4 Tailor language to meet requirements of the situation. 3.5 Observe social and cultural conventions when writing

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workplace documents.

3.6 Write documents with minimal errors so that intended meaning is clearly conveyed to the reader.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- literacy skills in a language other than English to:
  - read and interpret information and workplace documents that include some complex ideas and concepts
  - write documents that require clear and fluent expression of information and ideas
  - appropriately structure texts
  - use language tailored to the requirements of the situation.

Required knowledge

- linguistic knowledge and writing conventions for the language being assessed, including:
  - grammar, spelling and punctuation conventions
  - social, workplace and cultural conventions
  - ways to convey nuances of meaning
- technical vocabulary for specific workplace activities
- standard formats and protocols for a range of workplace documents relevant to the workplace.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the ability to:

- read and write workplace documents required to fulfil a given job role in a language other than English:
  - read and write a range of workplace documents
  - write documents with clear and fluent expression of information and ideas, correct structure and appropriate style and tone for the audience and

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	workplace situation (rare linguistic errors may occur).
Context of and specific resources for assessment	Assessment must ensure use of: • a real or simulated workplace activity where written communication in languages other than English is required • industry documents, such as reports and promotional materials written in languages other than English.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • review of written communications prepared by the individual • written and oral questioning to assess the individual's ability to interpret workplace documents • written or oral questioning to assess cultural knowledge and cross-cultural communication considerations • written or oral questioning to assess linguistic knowledge, generic structure and other specific language features, such as vocabulary and sentence structure • review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.
Guidance information for assessment	The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example: • BSBWRT401A Write complex documents • SITTTSL304 Prepare quotations • SITTTSL307 Process travel-related documentation.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Workplace documents to be read and informally interpreted may include:	• brochures and promotional material • conference programs • correspondence

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- manuals
- menus and wine lists
- reports
- reservations information
- schedules and itineraries.

Documents requiring professional translation may include:

- complex contractual documents
- complex proposals, submissions and tenders.

Written workplace documents may include:

- correspondence
- menus and wine lists
- promotional material
- quotations
- reservations information
- schedules and itineraries
- simple manuals
- simple reports.

Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

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SITXLAN3406 Read and write documents in a language other than English (French)

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to read and write a range of workplace documents in a language other than English at a high level of complexity and fluency, including summarising texts, and reproducing information from texts in one language to prepare a text in another.

The unit does not cover interpreting and translating skills, which are described in units of competency in the PSP04 Public Sector Training Package.

There is no direct parity with any formal language proficiency ratings or assessment framework, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 4 to 4+.

Application of the Unit

This unit applies to all industry contexts and to individuals working at different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit may be customised for training delivery and assessment of proficiency in any language. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN3403 Read and write documents in a language other than English (Cantonese).

SITXLAN3401	(Arabic)
SITXLAN3402	(Indonesian)
SITXLAN3403	(Cantonese)
SITXLAN3404	(Dutch)
SITXLAN3405	(Finnish)
SITXLAN3406	(French)
SITXLAN3407	(German)

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SITXLAN3408	(Greek)
SITXLAN3409	(Hindi)
SITXLAN3410	(Hungarian)
SITXLAN3411	(Italian)
SITXLAN3412	(Japanese)
SITXLAN3413	(Korean)
SITXLAN3414	(Malay)
SITXLAN3415	(Mandarin)
SITXLAN3416	(Polish)
SITXLAN3417	(Portuguese)
SITXLAN3418	(Russian)
SITXLAN3419	(Serbian)
SITXLAN3420	(Spanish)
SITXLAN3421	(Swedish)
SITXLAN3422	(Swiss German)
SITXLAN3423	(Taiwanese)
SITXLAN3424	(Thai)
SITXLAN3425	(Turkish)
SITXLAN3426	(Croatian)
SITXLAN3427	(Bosnian)
SITXLAN3428	(Australian Indigenous languages)
SITXLAN3429	(AUSLAN)

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Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Read workplace documents.	1.1 Read and understand ***workplace documents***, including explicit and implicit information, ideas, technical information and writer requirements. 1.2 Interpret accompanying visual and graphics material. 1.3 Understand the culturally specific meaning contained in documents.
2. Provide informal written translations.	2.1 Capture and convey information in written texts and summaries, taking account of cultural differences. 2.2 Provide explanation or comments to clarify meaning as required, especially about culturally specific details. 2.3 Recognise ***documents requiring professional translation*** and arrange for assistance as required.
3. Write workplace documents.	3.1 Produce ***written workplace documents*** according to recognised conventions, standards and formats. 3.2 Ensure content of written documents is appropriate to audience and purpose. 3.3 Develop ideas in appropriate depth to meet the requirements of the particular context. 3.4 Tailor language to meet requirements of the situation. 3.5 Observe social and cultural conventions when writing

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workplace documents.

3.6 Write documents with minimal errors so that intended meaning is clearly conveyed to the reader.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- literacy skills in a language other than English to:
  - read and interpret information and workplace documents that include some complex ideas and concepts
  - write documents that require clear and fluent expression of information and ideas
  - appropriately structure texts
  - use language tailored to the requirements of the situation.

Required knowledge

- linguistic knowledge and writing conventions for the language being assessed, including:
  - grammar, spelling and punctuation conventions
  - social, workplace and cultural conventions
  - ways to convey nuances of meaning
- technical vocabulary for specific workplace activities
- standard formats and protocols for a range of workplace documents relevant to the workplace.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the ability to:

- read and write workplace documents required to fulfil a given job role in a language other than English:
  - read and write a range of workplace documents
  - write documents with clear and fluent expression of information and ideas, correct structure and appropriate style and tone for the audience and

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	workplace situation (rare linguistic errors may occur).
Context of and specific resources for assessment	Assessment must ensure use of: • a real or simulated workplace activity where written communication in languages other than English is required • industry documents, such as reports and promotional materials written in languages other than English.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • review of written communications prepared by the individual • written and oral questioning to assess the individual's ability to interpret workplace documents • written or oral questioning to assess cultural knowledge and cross-cultural communication considerations • written or oral questioning to assess linguistic knowledge, generic structure and other specific language features, such as vocabulary and sentence structure • review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.
Guidance information for assessment	The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example: • BSBWRT401A Write complex documents • SITTTSL304 Prepare quotations • SITTTSL307 Process travel-related documentation.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Workplace documents to be read and informally interpreted may include:	• brochures and promotional material • conference programs • correspondence

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- manuals
- menus and wine lists
- reports
- reservations information
- schedules and itineraries.

Documents requiring professional translation may include:

- complex contractual documents
- complex proposals, submissions and tenders.

Written workplace documents may include:

- correspondence
- menus and wine lists
- promotional material
- quotations
- reservations information
- schedules and itineraries
- simple manuals
- simple reports.

Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

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SITXLAN3407 Read and write documents in a language other than English (German)

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to read and write a range of workplace documents in a language other than English at a high level of complexity and fluency, including summarising texts, and reproducing information from texts in one language to prepare a text in another.

The unit does not cover interpreting and translating skills, which are described in units of competency in the PSP04 Public Sector Training Package.

There is no direct parity with any formal language proficiency ratings or assessment framework, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 4 to 4+.

Application of the Unit

This unit applies to all industry contexts and to individuals working at different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit may be customised for training delivery and assessment of proficiency in any language. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN3403 Read and write documents in a language other than English (Cantonese).

SITXLAN3401	(Arabic)
SITXLAN3402	(Indonesian)
SITXLAN3403	(Cantonese)
SITXLAN3404	(Dutch)
SITXLAN3405	(Finnish)
SITXLAN3406	(French)
SITXLAN3407	(German)

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SITXLAN3408	(Greek)
SITXLAN3409	(Hindi)
SITXLAN3410	(Hungarian)
SITXLAN3411	(Italian)
SITXLAN3412	(Japanese)
SITXLAN3413	(Korean)
SITXLAN3414	(Malay)
SITXLAN3415	(Mandarin)
SITXLAN3416	(Polish)
SITXLAN3417	(Portuguese)
SITXLAN3418	(Russian)
SITXLAN3419	(Serbian)
SITXLAN3420	(Spanish)
SITXLAN3421	(Swedish)
SITXLAN3422	(Swiss German)
SITXLAN3423	(Taiwanese)
SITXLAN3424	(Thai)
SITXLAN3425	(Turkish)
SITXLAN3426	(Croatian)
SITXLAN3427	(Bosnian)
SITXLAN3428	(Australian Indigenous languages)
SITXLAN3429	(AUSLAN)

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Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Read workplace documents.	1.1 Read and understand ***workplace documents***, including explicit and implicit information, ideas, technical information and writer requirements. 1.2 Interpret accompanying visual and graphics material. 1.3 Understand the culturally specific meaning contained in documents.
2. Provide informal written translations.	2.1 Capture and convey information in written texts and summaries, taking account of cultural differences. 2.2 Provide explanation or comments to clarify meaning as required, especially about culturally specific details. 2.3 Recognise ***documents requiring professional translation*** and arrange for assistance as required.
3. Write workplace documents.	3.1 Produce ***written workplace documents*** according to recognised conventions, standards and formats. 3.2 Ensure content of written documents is appropriate to audience and purpose. 3.3 Develop ideas in appropriate depth to meet the requirements of the particular context. 3.4 Tailor language to meet requirements of the situation. 3.5 Observe social and cultural conventions when writing

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workplace documents.

3.6 Write documents with minimal errors so that intended meaning is clearly conveyed to the reader.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- literacy skills in a language other than English to:
  - read and interpret information and workplace documents that include some complex ideas and concepts
  - write documents that require clear and fluent expression of information and ideas
  - appropriately structure texts
  - use language tailored to the requirements of the situation.

Required knowledge

- linguistic knowledge and writing conventions for the language being assessed, including:
  - grammar, spelling and punctuation conventions
  - social, workplace and cultural conventions
  - ways to convey nuances of meaning
- technical vocabulary for specific workplace activities
- standard formats and protocols for a range of workplace documents relevant to the workplace.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the ability to:

- read and write workplace documents required to fulfil a given job role in a language other than English:
  - read and write a range of workplace documents
  - write documents with clear and fluent expression of information and ideas, correct structure and appropriate style and tone for the audience and

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workplace situation (rare linguistic errors may occur).

Context of and specific resources for assessment

Assessment must ensure use of:

- a real or simulated workplace activity where written communication in languages other than English is required
- industry documents, such as reports and promotional materials written in languages other than English.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- review of written communications prepared by the individual
- written and oral questioning to assess the individual's ability to interpret workplace documents
- written or oral questioning to assess cultural knowledge and cross-cultural communication considerations
- written or oral questioning to assess linguistic knowledge, generic structure and other specific language features, such as vocabulary and sentence structure
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- BSBWRT401A Write complex documents
- SITTTSL304 Prepare quotations
- SITTTSL307 Process travel-related documentation.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Workplace documents to be read and informally interpreted may include:

- brochures and promotional material
- conference programs
- correspondence

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- manuals
- menus and wine lists
- reports
- reservations information
- schedules and itineraries.

Documents requiring professional translation may include:

- complex contractual documents
- complex proposals, submissions and tenders.

Written workplace documents may include:

- correspondence
- menus and wine lists
- promotional material
- quotations
- reservations information
- schedules and itineraries
- simple manuals
- simple reports.

Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

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SITXLAN3408 Read and write documents in a language other than English (Greek)

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to read and write a range of workplace documents in a language other than English at a high level of complexity and fluency, including summarising texts, and reproducing information from texts in one language to prepare a text in another.

The unit does not cover interpreting and translating skills, which are described in units of competency in the PSP04 Public Sector Training Package.

There is no direct parity with any formal language proficiency ratings or assessment framework, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 4 to 4+.

Application of the Unit

This unit applies to all industry contexts and to individuals working at different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit may be customised for training delivery and assessment of proficiency in any language. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN3403 Read and write documents in a language other than English (Cantonese).

SITXLAN3401	(Arabic)
SITXLAN3402	(Indonesian)
SITXLAN3403	(Cantonese)
SITXLAN3404	(Dutch)
SITXLAN3405	(Finnish)
SITXLAN3406	(French)
SITXLAN3407	(German)

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SITXLAN3408	(Greek)
SITXLAN3409	(Hindi)
SITXLAN3410	(Hungarian)
SITXLAN3411	(Italian)
SITXLAN3412	(Japanese)
SITXLAN3413	(Korean)
SITXLAN3414	(Malay)
SITXLAN3415	(Mandarin)
SITXLAN3416	(Polish)
SITXLAN3417	(Portuguese)
SITXLAN3418	(Russian)
SITXLAN3419	(Serbian)
SITXLAN3420	(Spanish)
SITXLAN3421	(Swedish)
SITXLAN3422	(Swiss German)
SITXLAN3423	(Taiwanese)
SITXLAN3424	(Thai)
SITXLAN3425	(Turkish)
SITXLAN3426	(Croatian)
SITXLAN3427	(Bosnian)
SITXLAN3428	(Australian Indigenous languages)
SITXLAN3429	(AUSLAN)

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Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Read workplace documents.	1.1 Read and understand ***workplace documents***, including explicit and implicit information, ideas, technical information and writer requirements. 1.2 Interpret accompanying visual and graphics material. 1.3 Understand the culturally specific meaning contained in documents.
2. Provide informal written translations.	2.1 Capture and convey information in written texts and summaries, taking account of cultural differences. 2.2 Provide explanation or comments to clarify meaning as required, especially about culturally specific details. 2.3 Recognise ***documents requiring professional translation*** and arrange for assistance as required.
3. Write workplace documents.	3.1 Produce ***written workplace documents*** according to recognised conventions, standards and formats. 3.2 Ensure content of written documents is appropriate to audience and purpose. 3.3 Develop ideas in appropriate depth to meet the requirements of the particular context. 3.4 Tailor language to meet requirements of the situation. 3.5 Observe social and cultural conventions when writing

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workplace documents.

3.6 Write documents with minimal errors so that intended meaning is clearly conveyed to the reader.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- literacy skills in a language other than English to:
  - read and interpret information and workplace documents that include some complex ideas and concepts
  - write documents that require clear and fluent expression of information and ideas
  - appropriately structure texts
  - use language tailored to the requirements of the situation.

Required knowledge

- linguistic knowledge and writing conventions for the language being assessed, including:
  - grammar, spelling and punctuation conventions
  - social, workplace and cultural conventions
  - ways to convey nuances of meaning
- technical vocabulary for specific workplace activities
- standard formats and protocols for a range of workplace documents relevant to the workplace.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the ability to:

- read and write workplace documents required to fulfil a given job role in a language other than English:
  - read and write a range of workplace documents
  - write documents with clear and fluent expression of information and ideas, correct structure and appropriate style and tone for the audience and

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	workplace situation (rare linguistic errors may occur).
Context of and specific resources for assessment	Assessment must ensure use of: • a real or simulated workplace activity where written communication in languages other than English is required • industry documents, such as reports and promotional materials written in languages other than English.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • review of written communications prepared by the individual • written and oral questioning to assess the individual's ability to interpret workplace documents • written or oral questioning to assess cultural knowledge and cross-cultural communication considerations • written or oral questioning to assess linguistic knowledge, generic structure and other specific language features, such as vocabulary and sentence structure • review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.
Guidance information for assessment	The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example: • BSBWRT401A Write complex documents • SITTTSL304 Prepare quotations • SITTTSL307 Process travel-related documentation.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Workplace documents to be read and informally interpreted may include:	• brochures and promotional material • conference programs • correspondence

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- manuals
- menus and wine lists
- reports
- reservations information
- schedules and itineraries.

Documents requiring professional translation may include:

- complex contractual documents
- complex proposals, submissions and tenders.

Written workplace documents may include:

- correspondence
- menus and wine lists
- promotional material
- quotations
- reservations information
- schedules and itineraries
- simple manuals
- simple reports.

Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

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SITXLAN3409 Read and write documents in a language other than English (Hindi)

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to read and write a range of workplace documents in a language other than English at a high level of complexity and fluency, including summarising texts, and reproducing information from texts in one language to prepare a text in another.

The unit does not cover interpreting and translating skills, which are described in units of competency in the PSP04 Public Sector Training Package.

There is no direct parity with any formal language proficiency ratings or assessment framework, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 4 to 4+.

Application of the Unit

This unit applies to all industry contexts and to individuals working at different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit may be customised for training delivery and assessment of proficiency in any language. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN3403 Read and write documents in a language other than English (Cantonese).

SITXLAN3401	(Arabic)
SITXLAN3402	(Indonesian)
SITXLAN3403	(Cantonese)
SITXLAN3404	(Dutch)
SITXLAN3405	(Finnish)
SITXLAN3406	(French)
SITXLAN3407	(German)

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SITXLAN3408	(Greek)
SITXLAN3409	(Hindi)
SITXLAN3410	(Hungarian)
SITXLAN3411	(Italian)
SITXLAN3412	(Japanese)
SITXLAN3413	(Korean)
SITXLAN3414	(Malay)
SITXLAN3415	(Mandarin)
SITXLAN3416	(Polish)
SITXLAN3417	(Portuguese)
SITXLAN3418	(Russian)
SITXLAN3419	(Serbian)
SITXLAN3420	(Spanish)
SITXLAN3421	(Swedish)
SITXLAN3422	(Swiss German)
SITXLAN3423	(Taiwanese)
SITXLAN3424	(Thai)
SITXLAN3425	(Turkish)
SITXLAN3426	(Croatian)
SITXLAN3427	(Bosnian)
SITXLAN3428	(Australian Indigenous languages)
SITXLAN3429	(AUSLAN)

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Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Read workplace documents.	1.1 Read and understand ***workplace documents***, including explicit and implicit information, ideas, technical information and writer requirements. 1.2 Interpret accompanying visual and graphics material. 1.3 Understand the culturally specific meaning contained in documents.
2. Provide informal written translations.	2.1 Capture and convey information in written texts and summaries, taking account of cultural differences. 2.2 Provide explanation or comments to clarify meaning as required, especially about culturally specific details. 2.3 Recognise ***documents requiring professional translation*** and arrange for assistance as required.
3. Write workplace documents.	3.1 Produce ***written workplace documents*** according to recognised conventions, standards and formats. 3.2 Ensure content of written documents is appropriate to audience and purpose. 3.3 Develop ideas in appropriate depth to meet the requirements of the particular context. 3.4 Tailor language to meet requirements of the situation. 3.5 Observe social and cultural conventions when writing

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workplace documents.

3.6 Write documents with minimal errors so that intended meaning is clearly conveyed to the reader.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- literacy skills in a language other than English to:
  - read and interpret information and workplace documents that include some complex ideas and concepts
  - write documents that require clear and fluent expression of information and ideas
  - appropriately structure texts
  - use language tailored to the requirements of the situation.

Required knowledge

- linguistic knowledge and writing conventions for the language being assessed, including:
  - grammar, spelling and punctuation conventions
  - social, workplace and cultural conventions
  - ways to convey nuances of meaning
- technical vocabulary for specific workplace activities
- standard formats and protocols for a range of workplace documents relevant to the workplace.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the ability to:

- read and write workplace documents required to fulfil a given job role in a language other than English:
  - read and write a range of workplace documents
  - write documents with clear and fluent expression of information and ideas, correct structure and appropriate style and tone for the audience and

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workplace situation (rare linguistic errors may occur).

Context of and specific resources for assessment

Assessment must ensure use of:

- a real or simulated workplace activity where written communication in languages other than English is required
- industry documents, such as reports and promotional materials written in languages other than English.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- review of written communications prepared by the individual
- written and oral questioning to assess the individual's ability to interpret workplace documents
- written or oral questioning to assess cultural knowledge and cross-cultural communication considerations
- written or oral questioning to assess linguistic knowledge, generic structure and other specific language features, such as vocabulary and sentence structure
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- BSBWRT401A Write complex documents
- SITTTSL304 Prepare quotations
- SITTTSL307 Process travel-related documentation.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Workplace documents to be read and informally interpreted may include:

- brochures and promotional material
- conference programs
- correspondence

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- manuals
- menus and wine lists
- reports
- reservations information
- schedules and itineraries.

Documents requiring professional translation may include:

- complex contractual documents
- complex proposals, submissions and tenders.

Written workplace documents may include:

- correspondence
- menus and wine lists
- promotional material
- quotations
- reservations information
- schedules and itineraries
- simple manuals
- simple reports.

Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

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SITXLAN3410 Read and write documents in a language other than English (Hungarian)

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to read and write a range of workplace documents in a language other than English at a high level of complexity and fluency, including summarising texts, and reproducing information from texts in one language to prepare a text in another.

The unit does not cover interpreting and translating skills, which are described in units of competency in the PSP04 Public Sector Training Package.

There is no direct parity with any formal language proficiency ratings or assessment framework, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 4 to 4+.

Application of the Unit

This unit applies to all industry contexts and to individuals working at different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit may be customised for training delivery and assessment of proficiency in any language. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN3403 Read and write documents in a language other than English (Cantonese).

SITXLAN3401	(Arabic)
SITXLAN3402	(Indonesian)
SITXLAN3403	(Cantonese)
SITXLAN3404	(Dutch)
SITXLAN3405	(Finnish)
SITXLAN3406	(French)
SITXLAN3407	(German)

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SITXLAN3408	(Greek)
SITXLAN3409	(Hindi)
SITXLAN3410	(Hungarian)
SITXLAN3411	(Italian)
SITXLAN3412	(Japanese)
SITXLAN3413	(Korean)
SITXLAN3414	(Malay)
SITXLAN3415	(Mandarin)
SITXLAN3416	(Polish)
SITXLAN3417	(Portuguese)
SITXLAN3418	(Russian)
SITXLAN3419	(Serbian)
SITXLAN3420	(Spanish)
SITXLAN3421	(Swedish)
SITXLAN3422	(Swiss German)
SITXLAN3423	(Taiwanese)
SITXLAN3424	(Thai)
SITXLAN3425	(Turkish)
SITXLAN3426	(Croatian)
SITXLAN3427	(Bosnian)
SITXLAN3428	(Australian Indigenous languages)
SITXLAN3429	(AUSLAN)

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Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Read workplace documents.	1.1 Read and understand ***workplace documents***, including explicit and implicit information, ideas, technical information and writer requirements. 1.2 Interpret accompanying visual and graphics material. 1.3 Understand the culturally specific meaning contained in documents.
2. Provide informal written translations.	2.1 Capture and convey information in written texts and summaries, taking account of cultural differences. 2.2 Provide explanation or comments to clarify meaning as required, especially about culturally specific details. 2.3 Recognise ***documents requiring professional translation*** and arrange for assistance as required.
3. Write workplace documents.	3.1 Produce ***written workplace documents*** according to recognised conventions, standards and formats. 3.2 Ensure content of written documents is appropriate to audience and purpose. 3.3 Develop ideas in appropriate depth to meet the requirements of the particular context. 3.4 Tailor language to meet requirements of the situation. 3.5 Observe social and cultural conventions when writing

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workplace documents.

3.6 Write documents with minimal errors so that intended meaning is clearly conveyed to the reader.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- literacy skills in a language other than English to:
  - read and interpret information and workplace documents that include some complex ideas and concepts
  - write documents that require clear and fluent expression of information and ideas
  - appropriately structure texts
  - use language tailored to the requirements of the situation.

Required knowledge

- linguistic knowledge and writing conventions for the language being assessed, including:
  - grammar, spelling and punctuation conventions
  - social, workplace and cultural conventions
  - ways to convey nuances of meaning
- technical vocabulary for specific workplace activities
- standard formats and protocols for a range of workplace documents relevant to the workplace.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the ability to:

- read and write workplace documents required to fulfil a given job role in a language other than English:
  - read and write a range of workplace documents
  - write documents with clear and fluent expression of information and ideas, correct structure and appropriate style and tone for the audience and

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	workplace situation (rare linguistic errors may occur).
Context of and specific resources for assessment	Assessment must ensure use of: • a real or simulated workplace activity where written communication in languages other than English is required • industry documents, such as reports and promotional materials written in languages other than English.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • review of written communications prepared by the individual • written and oral questioning to assess the individual's ability to interpret workplace documents • written or oral questioning to assess cultural knowledge and cross-cultural communication considerations • written or oral questioning to assess linguistic knowledge, generic structure and other specific language features, such as vocabulary and sentence structure • review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.
Guidance information for assessment	The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example: • BSBWRT401A Write complex documents • SITTTSL304 Prepare quotations • SITTTSL307 Process travel-related documentation.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Workplace documents to be read and informally interpreted may include:	• brochures and promotional material • conference programs • correspondence

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- manuals
- menus and wine lists
- reports
- reservations information
- schedules and itineraries.

Documents requiring professional translation may include:

- complex contractual documents
- complex proposals, submissions and tenders.

Written workplace documents may include:

- correspondence
- menus and wine lists
- promotional material
- quotations
- reservations information
- schedules and itineraries
- simple manuals
- simple reports.

Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

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SITXLAN3411 Read and write documents in a language other than English (Italian)

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to read and write a range of workplace documents in a language other than English at a high level of complexity and fluency, including summarising texts, and reproducing information from texts in one language to prepare a text in another.

The unit does not cover interpreting and translating skills, which are described in units of competency in the PSP04 Public Sector Training Package.

There is no direct parity with any formal language proficiency ratings or assessment framework, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 4 to 4+.

Application of the Unit

This unit applies to all industry contexts and to individuals working at different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit may be customised for training delivery and assessment of proficiency in any language. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN3403 Read and write documents in a language other than English (Cantonese).

SITXLAN3401	(Arabic)
SITXLAN3402	(Indonesian)
SITXLAN3403	(Cantonese)
SITXLAN3404	(Dutch)
SITXLAN3405	(Finnish)
SITXLAN3406	(French)
SITXLAN3407	(German)

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SITXLAN3408	(Greek)
SITXLAN3409	(Hindi)
SITXLAN3410	(Hungarian)
SITXLAN3411	(Italian)
SITXLAN3412	(Japanese)
SITXLAN3413	(Korean)
SITXLAN3414	(Malay)
SITXLAN3415	(Mandarin)
SITXLAN3416	(Polish)
SITXLAN3417	(Portuguese)
SITXLAN3418	(Russian)
SITXLAN3419	(Serbian)
SITXLAN3420	(Spanish)
SITXLAN3421	(Swedish)
SITXLAN3422	(Swiss German)
SITXLAN3423	(Taiwanese)
SITXLAN3424	(Thai)
SITXLAN3425	(Turkish)
SITXLAN3426	(Croatian)
SITXLAN3427	(Bosnian)
SITXLAN3428	(Australian Indigenous languages)
SITXLAN3429	(AUSLAN)

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Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Read workplace documents.	1.1 Read and understand ***workplace documents***, including explicit and implicit information, ideas, technical information and writer requirements. 1.2 Interpret accompanying visual and graphics material. 1.3 Understand the culturally specific meaning contained in documents.
2. Provide informal written translations.	2.1 Capture and convey information in written texts and summaries, taking account of cultural differences. 2.2 Provide explanation or comments to clarify meaning as required, especially about culturally specific details. 2.3 Recognise ***documents requiring professional translation*** and arrange for assistance as required.
3. Write workplace documents.	3.1 Produce ***written workplace documents*** according to recognised conventions, standards and formats. 3.2 Ensure content of written documents is appropriate to audience and purpose. 3.3 Develop ideas in appropriate depth to meet the requirements of the particular context. 3.4 Tailor language to meet requirements of the situation. 3.5 Observe social and cultural conventions when writing

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workplace documents.

3.6 Write documents with minimal errors so that intended meaning is clearly conveyed to the reader.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- literacy skills in a language other than English to:
  - read and interpret information and workplace documents that include some complex ideas and concepts
  - write documents that require clear and fluent expression of information and ideas
  - appropriately structure texts
  - use language tailored to the requirements of the situation.

Required knowledge

- linguistic knowledge and writing conventions for the language being assessed, including:
  - grammar, spelling and punctuation conventions
  - social, workplace and cultural conventions
  - ways to convey nuances of meaning
- technical vocabulary for specific workplace activities
- standard formats and protocols for a range of workplace documents relevant to the workplace.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the ability to:

- read and write workplace documents required to fulfil a given job role in a language other than English:
  - read and write a range of workplace documents
  - write documents with clear and fluent expression of information and ideas, correct structure and appropriate style and tone for the audience and

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workplace situation (rare linguistic errors may occur).

Context of and specific resources for assessment

Assessment must ensure use of:

- a real or simulated workplace activity where written communication in languages other than English is required
- industry documents, such as reports and promotional materials written in languages other than English.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- review of written communications prepared by the individual
- written and oral questioning to assess the individual's ability to interpret workplace documents
- written or oral questioning to assess cultural knowledge and cross-cultural communication considerations
- written or oral questioning to assess linguistic knowledge, generic structure and other specific language features, such as vocabulary and sentence structure
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- BSBWRT401A Write complex documents
- SITTTSL304 Prepare quotations
- SITTTSL307 Process travel-related documentation.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Workplace documents to be read and informally interpreted may include:

- brochures and promotional material
- conference programs
- correspondence

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- manuals
- menus and wine lists
- reports
- reservations information
- schedules and itineraries.

Documents requiring professional translation may include:

- complex contractual documents
- complex proposals, submissions and tenders.

Written workplace documents may include:

- correspondence
- menus and wine lists
- promotional material
- quotations
- reservations information
- schedules and itineraries
- simple manuals
- simple reports.

Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

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SITXLAN3412 Read and write documents in a language other than English (Japanese)

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to read and write a range of workplace documents in a language other than English at a high level of complexity and fluency, including summarising texts, and reproducing information from texts in one language to prepare a text in another.

The unit does not cover interpreting and translating skills, which are described in units of competency in the PSP04 Public Sector Training Package.

There is no direct parity with any formal language proficiency ratings or assessment framework, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 4 to 4+.

Application of the Unit

This unit applies to all industry contexts and to individuals working at different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit may be customised for training delivery and assessment of proficiency in any language. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN3403 Read and write documents in a language other than English (Cantonese).

SITXLAN3401	(Arabic)
SITXLAN3402	(Indonesian)
SITXLAN3403	(Cantonese)
SITXLAN3404	(Dutch)
SITXLAN3405	(Finnish)
SITXLAN3406	(French)
SITXLAN3407	(German)

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SITXLAN3408	(Greek)
SITXLAN3409	(Hindi)
SITXLAN3410	(Hungarian)
SITXLAN3411	(Italian)
SITXLAN3412	(Japanese)
SITXLAN3413	(Korean)
SITXLAN3414	(Malay)
SITXLAN3415	(Mandarin)
SITXLAN3416	(Polish)
SITXLAN3417	(Portuguese)
SITXLAN3418	(Russian)
SITXLAN3419	(Serbian)
SITXLAN3420	(Spanish)
SITXLAN3421	(Swedish)
SITXLAN3422	(Swiss German)
SITXLAN3423	(Taiwanese)
SITXLAN3424	(Thai)
SITXLAN3425	(Turkish)
SITXLAN3426	(Croatian)
SITXLAN3427	(Bosnian)
SITXLAN3428	(Australian Indigenous languages)
SITXLAN3429	(AUSLAN)

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Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Read workplace documents.	1.1 Read and understand ***workplace documents***, including explicit and implicit information, ideas, technical information and writer requirements. 1.2 Interpret accompanying visual and graphics material. 1.3 Understand the culturally specific meaning contained in documents.
2. Provide informal written translations.	2.1 Capture and convey information in written texts and summaries, taking account of cultural differences. 2.2 Provide explanation or comments to clarify meaning as required, especially about culturally specific details. 2.3 Recognise ***documents requiring professional translation*** and arrange for assistance as required.
3. Write workplace documents.	3.1 Produce ***written workplace documents*** according to recognised conventions, standards and formats. 3.2 Ensure content of written documents is appropriate to audience and purpose. 3.3 Develop ideas in appropriate depth to meet the requirements of the particular context. 3.4 Tailor language to meet requirements of the situation. 3.5 Observe social and cultural conventions when writing

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workplace documents.

3.6 Write documents with minimal errors so that intended meaning is clearly conveyed to the reader.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- literacy skills in a language other than English to:
  - read and interpret information and workplace documents that include some complex ideas and concepts
  - write documents that require clear and fluent expression of information and ideas
  - appropriately structure texts
  - use language tailored to the requirements of the situation.

Required knowledge

- linguistic knowledge and writing conventions for the language being assessed, including:
  - grammar, spelling and punctuation conventions
  - social, workplace and cultural conventions
  - ways to convey nuances of meaning
- technical vocabulary for specific workplace activities
- standard formats and protocols for a range of workplace documents relevant to the workplace.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the ability to:

- read and write workplace documents required to fulfil a given job role in a language other than English:
  - read and write a range of workplace documents
  - write documents with clear and fluent expression of information and ideas, correct structure and appropriate style and tone for the audience and

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workplace situation (rare linguistic errors may occur).

Context of and specific resources for assessment

Assessment must ensure use of:

- a real or simulated workplace activity where written communication in languages other than English is required
- industry documents, such as reports and promotional materials written in languages other than English.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- review of written communications prepared by the individual
- written and oral questioning to assess the individual's ability to interpret workplace documents
- written or oral questioning to assess cultural knowledge and cross-cultural communication considerations
- written or oral questioning to assess linguistic knowledge, generic structure and other specific language features, such as vocabulary and sentence structure
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- BSBWRT401A Write complex documents
- SITTTSL304 Prepare quotations
- SITTTSL307 Process travel-related documentation.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Workplace documents to be read and informally interpreted may include:

- brochures and promotional material
- conference programs
- correspondence

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- manuals
- menus and wine lists
- reports
- reservations information
- schedules and itineraries.

Documents requiring professional translation may include:

- complex contractual documents
- complex proposals, submissions and tenders.

Written workplace documents may include:

- correspondence
- menus and wine lists
- promotional material
- quotations
- reservations information
- schedules and itineraries
- simple manuals
- simple reports.

Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

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SITXLAN3413 Read and write documents in a language other than English (Korean)

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to read and write a range of workplace documents in a language other than English at a high level of complexity and fluency, including summarising texts, and reproducing information from texts in one language to prepare a text in another.

The unit does not cover interpreting and translating skills, which are described in units of competency in the PSP04 Public Sector Training Package.

There is no direct parity with any formal language proficiency ratings or assessment framework, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 4 to 4+.

Application of the Unit

This unit applies to all industry contexts and to individuals working at different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit may be customised for training delivery and assessment of proficiency in any language. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN3403 Read and write documents in a language other than English (Cantonese).

SITXLAN3401	(Arabic)
SITXLAN3402	(Indonesian)
SITXLAN3403	(Cantonese)
SITXLAN3404	(Dutch)
SITXLAN3405	(Finnish)
SITXLAN3406	(French)
SITXLAN3407	(German)

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SITXLAN3408	(Greek)
SITXLAN3409	(Hindi)
SITXLAN3410	(Hungarian)
SITXLAN3411	(Italian)
SITXLAN3412	(Japanese)
SITXLAN3413	(Korean)
SITXLAN3414	(Malay)
SITXLAN3415	(Mandarin)
SITXLAN3416	(Polish)
SITXLAN3417	(Portuguese)
SITXLAN3418	(Russian)
SITXLAN3419	(Serbian)
SITXLAN3420	(Spanish)
SITXLAN3421	(Swedish)
SITXLAN3422	(Swiss German)
SITXLAN3423	(Taiwanese)
SITXLAN3424	(Thai)
SITXLAN3425	(Turkish)
SITXLAN3426	(Croatian)
SITXLAN3427	(Bosnian)
SITXLAN3428	(Australian Indigenous languages)
SITXLAN3429	(AUSLAN)

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Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Read workplace documents.	1.1 Read and understand ***workplace documents***, including explicit and implicit information, ideas, technical information and writer requirements. 1.2 Interpret accompanying visual and graphics material. 1.3 Understand the culturally specific meaning contained in documents.
2. Provide informal written translations.	2.1 Capture and convey information in written texts and summaries, taking account of cultural differences. 2.2 Provide explanation or comments to clarify meaning as required, especially about culturally specific details. 2.3 Recognise ***documents requiring professional translation*** and arrange for assistance as required.
3. Write workplace documents.	3.1 Produce ***written workplace documents*** according to recognised conventions, standards and formats. 3.2 Ensure content of written documents is appropriate to audience and purpose. 3.3 Develop ideas in appropriate depth to meet the requirements of the particular context. 3.4 Tailor language to meet requirements of the situation. 3.5 Observe social and cultural conventions when writing

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workplace documents.

3.6 Write documents with minimal errors so that intended meaning is clearly conveyed to the reader.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- literacy skills in a language other than English to:
  - read and interpret information and workplace documents that include some complex ideas and concepts
  - write documents that require clear and fluent expression of information and ideas
  - appropriately structure texts
  - use language tailored to the requirements of the situation.

Required knowledge

- linguistic knowledge and writing conventions for the language being assessed, including:
  - grammar, spelling and punctuation conventions
  - social, workplace and cultural conventions
  - ways to convey nuances of meaning
- technical vocabulary for specific workplace activities
- standard formats and protocols for a range of workplace documents relevant to the workplace.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the ability to:

- read and write workplace documents required to fulfil a given job role in a language other than English:
  - read and write a range of workplace documents
  - write documents with clear and fluent expression of information and ideas, correct structure and appropriate style and tone for the audience and

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	workplace situation (rare linguistic errors may occur).
Context of and specific resources for assessment	Assessment must ensure use of: • a real or simulated workplace activity where written communication in languages other than English is required • industry documents, such as reports and promotional materials written in languages other than English.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • review of written communications prepared by the individual • written and oral questioning to assess the individual's ability to interpret workplace documents • written or oral questioning to assess cultural knowledge and cross-cultural communication considerations • written or oral questioning to assess linguistic knowledge, generic structure and other specific language features, such as vocabulary and sentence structure • review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.
Guidance information for assessment	The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example: • BSBWRT401A Write complex documents • SITTTSL304 Prepare quotations • SITTTSL307 Process travel-related documentation.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Workplace documents to be read and informally interpreted may include:	• brochures and promotional material • conference programs • correspondence

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- manuals
- menus and wine lists
- reports
- reservations information
- schedules and itineraries.

Documents requiring professional translation may include:

- complex contractual documents
- complex proposals, submissions and tenders.

Written workplace documents may include:

- correspondence
- menus and wine lists
- promotional material
- quotations
- reservations information
- schedules and itineraries
- simple manuals
- simple reports.

Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

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SITXLAN3414 Read and write documents in a language other than English (Malay)

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to read and write a range of workplace documents in a language other than English at a high level of complexity and fluency, including summarising texts, and reproducing information from texts in one language to prepare a text in another.

The unit does not cover interpreting and translating skills, which are described in units of competency in the PSP04 Public Sector Training Package.

There is no direct parity with any formal language proficiency ratings or assessment framework, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 4 to 4+.

Application of the Unit

This unit applies to all industry contexts and to individuals working at different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit may be customised for training delivery and assessment of proficiency in any language. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN3403 Read and write documents in a language other than English (Cantonese).

SITXLAN3401	(Arabic)
SITXLAN3402	(Indonesian)
SITXLAN3403	(Cantonese)
SITXLAN3404	(Dutch)
SITXLAN3405	(Finnish)
SITXLAN3406	(French)
SITXLAN3407	(German)

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SITXLAN3408	(Greek)
SITXLAN3409	(Hindi)
SITXLAN3410	(Hungarian)
SITXLAN3411	(Italian)
SITXLAN3412	(Japanese)
SITXLAN3413	(Korean)
SITXLAN3414	(Malay)
SITXLAN3415	(Mandarin)
SITXLAN3416	(Polish)
SITXLAN3417	(Portuguese)
SITXLAN3418	(Russian)
SITXLAN3419	(Serbian)
SITXLAN3420	(Spanish)
SITXLAN3421	(Swedish)
SITXLAN3422	(Swiss German)
SITXLAN3423	(Taiwanese)
SITXLAN3424	(Thai)
SITXLAN3425	(Turkish)
SITXLAN3426	(Croatian)
SITXLAN3427	(Bosnian)
SITXLAN3428	(Australian Indigenous languages)
SITXLAN3429	(AUSLAN)

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Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Read workplace documents.	1.1 Read and understand ***workplace documents***, including explicit and implicit information, ideas, technical information and writer requirements. 1.2 Interpret accompanying visual and graphics material. 1.3 Understand the culturally specific meaning contained in documents.
2. Provide informal written translations.	2.1 Capture and convey information in written texts and summaries, taking account of cultural differences. 2.2 Provide explanation or comments to clarify meaning as required, especially about culturally specific details. 2.3 Recognise ***documents requiring professional translation*** and arrange for assistance as required.
3. Write workplace documents.	3.1 Produce ***written workplace documents*** according to recognised conventions, standards and formats. 3.2 Ensure content of written documents is appropriate to audience and purpose. 3.3 Develop ideas in appropriate depth to meet the requirements of the particular context. 3.4 Tailor language to meet requirements of the situation. 3.5 Observe social and cultural conventions when writing

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workplace documents.

3.6 Write documents with minimal errors so that intended meaning is clearly conveyed to the reader.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- literacy skills in a language other than English to:
  - read and interpret information and workplace documents that include some complex ideas and concepts
  - write documents that require clear and fluent expression of information and ideas
  - appropriately structure texts
  - use language tailored to the requirements of the situation.

Required knowledge

- linguistic knowledge and writing conventions for the language being assessed, including:
  - grammar, spelling and punctuation conventions
  - social, workplace and cultural conventions
  - ways to convey nuances of meaning
- technical vocabulary for specific workplace activities
- standard formats and protocols for a range of workplace documents relevant to the workplace.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the ability to:

- read and write workplace documents required to fulfil a given job role in a language other than English:
  - read and write a range of workplace documents
  - write documents with clear and fluent expression of information and ideas, correct structure and appropriate style and tone for the audience and

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workplace situation (rare linguistic errors may occur).

Context of and specific resources for assessment

Assessment must ensure use of:

- a real or simulated workplace activity where written communication in languages other than English is required
- industry documents, such as reports and promotional materials written in languages other than English.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- review of written communications prepared by the individual
- written and oral questioning to assess the individual's ability to interpret workplace documents
- written or oral questioning to assess cultural knowledge and cross-cultural communication considerations
- written or oral questioning to assess linguistic knowledge, generic structure and other specific language features, such as vocabulary and sentence structure
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- BSBWRT401A Write complex documents
- SITTTSL304 Prepare quotations
- SITTTSL307 Process travel-related documentation.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Workplace documents to be read and informally interpreted may include:

- brochures and promotional material
- conference programs
- correspondence

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- manuals
- menus and wine lists
- reports
- reservations information
- schedules and itineraries.

Documents requiring professional translation may include:

- complex contractual documents
- complex proposals, submissions and tenders.

Written workplace documents may include:

- correspondence
- menus and wine lists
- promotional material
- quotations
- reservations information
- schedules and itineraries
- simple manuals
- simple reports.

Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

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SITXLAN3415 Read and write documents in a language other than English (Mandarin)

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to read and write a range of workplace documents in a language other than English at a high level of complexity and fluency, including summarising texts, and reproducing information from texts in one language to prepare a text in another.

The unit does not cover interpreting and translating skills, which are described in units of competency in the PSP04 Public Sector Training Package.

There is no direct parity with any formal language proficiency ratings or assessment framework, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 4 to 4+.

Application of the Unit

This unit applies to all industry contexts and to individuals working at different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit may be customised for training delivery and assessment of proficiency in any language. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN3403 Read and write documents in a language other than English (Cantonese).

SITXLAN3401	(Arabic)
SITXLAN3402	(Indonesian)
SITXLAN3403	(Cantonese)
SITXLAN3404	(Dutch)
SITXLAN3405	(Finnish)
SITXLAN3406	(French)
SITXLAN3407	(German)

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SITXLAN3408	(Greek)
SITXLAN3409	(Hindi)
SITXLAN3410	(Hungarian)
SITXLAN3411	(Italian)
SITXLAN3412	(Japanese)
SITXLAN3413	(Korean)
SITXLAN3414	(Malay)
SITXLAN3415	(Mandarin)
SITXLAN3416	(Polish)
SITXLAN3417	(Portuguese)
SITXLAN3418	(Russian)
SITXLAN3419	(Serbian)
SITXLAN3420	(Spanish)
SITXLAN3421	(Swedish)
SITXLAN3422	(Swiss German)
SITXLAN3423	(Taiwanese)
SITXLAN3424	(Thai)
SITXLAN3425	(Turkish)
SITXLAN3426	(Croatian)
SITXLAN3427	(Bosnian)
SITXLAN3428	(Australian Indigenous languages)
SITXLAN3429	(AUSLAN)

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Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Read workplace documents.	1.1 Read and understand ***workplace documents***, including explicit and implicit information, ideas, technical information and writer requirements. 1.2 Interpret accompanying visual and graphics material. 1.3 Understand the culturally specific meaning contained in documents.
2. Provide informal written translations.	2.1 Capture and convey information in written texts and summaries, taking account of cultural differences. 2.2 Provide explanation or comments to clarify meaning as required, especially about culturally specific details. 2.3 Recognise ***documents requiring professional translation*** and arrange for assistance as required.
3. Write workplace documents.	3.1 Produce ***written workplace documents*** according to recognised conventions, standards and formats. 3.2 Ensure content of written documents is appropriate to audience and purpose. 3.3 Develop ideas in appropriate depth to meet the requirements of the particular context. 3.4 Tailor language to meet requirements of the situation. 3.5 Observe social and cultural conventions when writing

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workplace documents.

3.6 Write documents with minimal errors so that intended meaning is clearly conveyed to the reader.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- literacy skills in a language other than English to:
  - read and interpret information and workplace documents that include some complex ideas and concepts
  - write documents that require clear and fluent expression of information and ideas
  - appropriately structure texts
  - use language tailored to the requirements of the situation.

Required knowledge

- linguistic knowledge and writing conventions for the language being assessed, including:
  - grammar, spelling and punctuation conventions
  - social, workplace and cultural conventions
  - ways to convey nuances of meaning
- technical vocabulary for specific workplace activities
- standard formats and protocols for a range of workplace documents relevant to the workplace.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the ability to:

- read and write workplace documents required to fulfil a given job role in a language other than English:
  - read and write a range of workplace documents
  - write documents with clear and fluent expression of information and ideas, correct structure and appropriate style and tone for the audience and

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	workplace situation (rare linguistic errors may occur).
Context of and specific resources for assessment	Assessment must ensure use of: • a real or simulated workplace activity where written communication in languages other than English is required • industry documents, such as reports and promotional materials written in languages other than English.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • review of written communications prepared by the individual • written and oral questioning to assess the individual's ability to interpret workplace documents • written or oral questioning to assess cultural knowledge and cross-cultural communication considerations • written or oral questioning to assess linguistic knowledge, generic structure and other specific language features, such as vocabulary and sentence structure • review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.
Guidance information for assessment	The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example: • BSBWRT401A Write complex documents • SITTTSL304 Prepare quotations • SITTTSL307 Process travel-related documentation.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Workplace documents to be read and informally interpreted may include:	• brochures and promotional material • conference programs • correspondence

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- manuals
- menus and wine lists
- reports
- reservations information
- schedules and itineraries.

Documents requiring professional translation may include:

- complex contractual documents
- complex proposals, submissions and tenders.

Written workplace documents may include:

- correspondence
- menus and wine lists
- promotional material
- quotations
- reservations information
- schedules and itineraries
- simple manuals
- simple reports.

Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

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SITXLAN3416 Read and write documents in a language other than English (Polish)

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to read and write a range of workplace documents in a language other than English at a high level of complexity and fluency, including summarising texts, and reproducing information from texts in one language to prepare a text in another.

The unit does not cover interpreting and translating skills, which are described in units of competency in the PSP04 Public Sector Training Package.

There is no direct parity with any formal language proficiency ratings or assessment framework, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 4 to 4+.

Application of the Unit

This unit applies to all industry contexts and to individuals working at different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit may be customised for training delivery and assessment of proficiency in any language. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN3403 Read and write documents in a language other than English (Cantonese).

SITXLAN3401	(Arabic)
SITXLAN3402	(Indonesian)
SITXLAN3403	(Cantonese)
SITXLAN3404	(Dutch)
SITXLAN3405	(Finnish)
SITXLAN3406	(French)
SITXLAN3407	(German)

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SITXLAN3408	(Greek)
SITXLAN3409	(Hindi)
SITXLAN3410	(Hungarian)
SITXLAN3411	(Italian)
SITXLAN3412	(Japanese)
SITXLAN3413	(Korean)
SITXLAN3414	(Malay)
SITXLAN3415	(Mandarin)
SITXLAN3416	(Polish)
SITXLAN3417	(Portuguese)
SITXLAN3418	(Russian)
SITXLAN3419	(Serbian)
SITXLAN3420	(Spanish)
SITXLAN3421	(Swedish)
SITXLAN3422	(Swiss German)
SITXLAN3423	(Taiwanese)
SITXLAN3424	(Thai)
SITXLAN3425	(Turkish)
SITXLAN3426	(Croatian)
SITXLAN3427	(Bosnian)
SITXLAN3428	(Australian Indigenous languages)
SITXLAN3429	(AUSLAN)

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Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Read workplace documents.	1.1 Read and understand ***workplace documents***, including explicit and implicit information, ideas, technical information and writer requirements. 1.2 Interpret accompanying visual and graphics material. 1.3 Understand the culturally specific meaning contained in documents.
2. Provide informal written translations.	2.1 Capture and convey information in written texts and summaries, taking account of cultural differences. 2.2 Provide explanation or comments to clarify meaning as required, especially about culturally specific details. 2.3 Recognise ***documents requiring professional translation*** and arrange for assistance as required.
3. Write workplace documents.	3.1 Produce ***written workplace documents*** according to recognised conventions, standards and formats. 3.2 Ensure content of written documents is appropriate to audience and purpose. 3.3 Develop ideas in appropriate depth to meet the requirements of the particular context. 3.4 Tailor language to meet requirements of the situation. 3.5 Observe social and cultural conventions when writing

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workplace documents.

3.6 Write documents with minimal errors so that intended meaning is clearly conveyed to the reader.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- literacy skills in a language other than English to:
  - read and interpret information and workplace documents that include some complex ideas and concepts
  - write documents that require clear and fluent expression of information and ideas
  - appropriately structure texts
  - use language tailored to the requirements of the situation.

Required knowledge

- linguistic knowledge and writing conventions for the language being assessed, including:
  - grammar, spelling and punctuation conventions
  - social, workplace and cultural conventions
  - ways to convey nuances of meaning
- technical vocabulary for specific workplace activities
- standard formats and protocols for a range of workplace documents relevant to the workplace.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the ability to:

- read and write workplace documents required to fulfil a given job role in a language other than English:
  - read and write a range of workplace documents
  - write documents with clear and fluent expression of information and ideas, correct structure and appropriate style and tone for the audience and

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workplace situation (rare linguistic errors may occur).

Context of and specific resources for assessment

Assessment must ensure use of:

- a real or simulated workplace activity where written communication in languages other than English is required
- industry documents, such as reports and promotional materials written in languages other than English.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- review of written communications prepared by the individual
- written and oral questioning to assess the individual's ability to interpret workplace documents
- written or oral questioning to assess cultural knowledge and cross-cultural communication considerations
- written or oral questioning to assess linguistic knowledge, generic structure and other specific language features, such as vocabulary and sentence structure
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- BSBWRT401A Write complex documents
- SITTTSL304 Prepare quotations
- SITTTSL307 Process travel-related documentation.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Workplace documents to be read and informally interpreted may include:

- brochures and promotional material
- conference programs
- correspondence

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- manuals
- menus and wine lists
- reports
- reservations information
- schedules and itineraries.

Documents requiring professional translation may include:

- complex contractual documents
- complex proposals, submissions and tenders.

Written workplace documents may include:

- correspondence
- menus and wine lists
- promotional material
- quotations
- reservations information
- schedules and itineraries
- simple manuals
- simple reports.

Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

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SITXLAN3417 Read and write documents in a language other than English (Portuguese)

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to read and write a range of workplace documents in a language other than English at a high level of complexity and fluency, including summarising texts, and reproducing information from texts in one language to prepare a text in another.

The unit does not cover interpreting and translating skills, which are described in units of competency in the PSP04 Public Sector Training Package.

There is no direct parity with any formal language proficiency ratings or assessment framework, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 4 to 4+.

Application of the Unit

This unit applies to all industry contexts and to individuals working at different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit may be customised for training delivery and assessment of proficiency in any language. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN3403 Read and write documents in a language other than English (Cantonese).

SITXLAN3401	(Arabic)
SITXLAN3402	(Indonesian)
SITXLAN3403	(Cantonese)
SITXLAN3404	(Dutch)
SITXLAN3405	(Finnish)
SITXLAN3406	(French)
SITXLAN3407	(German)

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SITXLAN3408	(Greek)
SITXLAN3409	(Hindi)
SITXLAN3410	(Hungarian)
SITXLAN3411	(Italian)
SITXLAN3412	(Japanese)
SITXLAN3413	(Korean)
SITXLAN3414	(Malay)
SITXLAN3415	(Mandarin)
SITXLAN3416	(Polish)
SITXLAN3417	(Portuguese)
SITXLAN3418	(Russian)
SITXLAN3419	(Serbian)
SITXLAN3420	(Spanish)
SITXLAN3421	(Swedish)
SITXLAN3422	(Swiss German)
SITXLAN3423	(Taiwanese)
SITXLAN3424	(Thai)
SITXLAN3425	(Turkish)
SITXLAN3426	(Croatian)
SITXLAN3427	(Bosnian)
SITXLAN3428	(Australian Indigenous languages)
SITXLAN3429	(AUSLAN)

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Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Read workplace documents.	1.1 Read and understand ***workplace documents***, including explicit and implicit information, ideas, technical information and writer requirements. 1.2 Interpret accompanying visual and graphics material. 1.3 Understand the culturally specific meaning contained in documents.
2. Provide informal written translations.	2.1 Capture and convey information in written texts and summaries, taking account of cultural differences. 2.2 Provide explanation or comments to clarify meaning as required, especially about culturally specific details. 2.3 Recognise ***documents requiring professional translation*** and arrange for assistance as required.
3. Write workplace documents.	3.1 Produce ***written workplace documents*** according to recognised conventions, standards and formats. 3.2 Ensure content of written documents is appropriate to audience and purpose. 3.3 Develop ideas in appropriate depth to meet the requirements of the particular context. 3.4 Tailor language to meet requirements of the situation. 3.5 Observe social and cultural conventions when writing

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workplace documents.

3.6 Write documents with minimal errors so that intended meaning is clearly conveyed to the reader.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- literacy skills in a language other than English to:
  - read and interpret information and workplace documents that include some complex ideas and concepts
  - write documents that require clear and fluent expression of information and ideas
  - appropriately structure texts
  - use language tailored to the requirements of the situation.

Required knowledge

- linguistic knowledge and writing conventions for the language being assessed, including:
  - grammar, spelling and punctuation conventions
  - social, workplace and cultural conventions
  - ways to convey nuances of meaning
- technical vocabulary for specific workplace activities
- standard formats and protocols for a range of workplace documents relevant to the workplace.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the ability to:

- read and write workplace documents required to fulfil a given job role in a language other than English:
  - read and write a range of workplace documents
  - write documents with clear and fluent expression of information and ideas, correct structure and appropriate style and tone for the audience and

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workplace situation (rare linguistic errors may occur).

Context of and specific resources for assessment

Assessment must ensure use of:

- a real or simulated workplace activity where written communication in languages other than English is required
- industry documents, such as reports and promotional materials written in languages other than English.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- review of written communications prepared by the individual
- written and oral questioning to assess the individual's ability to interpret workplace documents
- written or oral questioning to assess cultural knowledge and cross-cultural communication considerations
- written or oral questioning to assess linguistic knowledge, generic structure and other specific language features, such as vocabulary and sentence structure
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- BSBWRT401A Write complex documents
- SITTTSL304 Prepare quotations
- SITTTSL307 Process travel-related documentation.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Workplace documents to be read and informally interpreted may include:

- brochures and promotional material
- conference programs
- correspondence

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- manuals
- menus and wine lists
- reports
- reservations information
- schedules and itineraries.

Documents requiring professional translation may include:

- complex contractual documents
- complex proposals, submissions and tenders.

Written workplace documents may include:

- correspondence
- menus and wine lists
- promotional material
- quotations
- reservations information
- schedules and itineraries
- simple manuals
- simple reports.

Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

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SITXLAN3418 Read and write documents in a language other than English (Russian)

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to read and write a range of workplace documents in a language other than English at a high level of complexity and fluency, including summarising texts, and reproducing information from texts in one language to prepare a text in another.

The unit does not cover interpreting and translating skills, which are described in units of competency in the PSP04 Public Sector Training Package.

There is no direct parity with any formal language proficiency ratings or assessment framework, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 4 to 4+.

Application of the Unit

This unit applies to all industry contexts and to individuals working at different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit may be customised for training delivery and assessment of proficiency in any language. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN3403 Read and write documents in a language other than English (Cantonese).

SITXLAN3401	(Arabic)
SITXLAN3402	(Indonesian)
SITXLAN3403	(Cantonese)
SITXLAN3404	(Dutch)
SITXLAN3405	(Finnish)
SITXLAN3406	(French)
SITXLAN3407	(German)

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SITXLAN3408	(Greek)
SITXLAN3409	(Hindi)
SITXLAN3410	(Hungarian)
SITXLAN3411	(Italian)
SITXLAN3412	(Japanese)
SITXLAN3413	(Korean)
SITXLAN3414	(Malay)
SITXLAN3415	(Mandarin)
SITXLAN3416	(Polish)
SITXLAN3417	(Portuguese)
SITXLAN3418	(Russian)
SITXLAN3419	(Serbian)
SITXLAN3420	(Spanish)
SITXLAN3421	(Swedish)
SITXLAN3422	(Swiss German)
SITXLAN3423	(Taiwanese)
SITXLAN3424	(Thai)
SITXLAN3425	(Turkish)
SITXLAN3426	(Croatian)
SITXLAN3427	(Bosnian)
SITXLAN3428	(Australian Indigenous languages)
SITXLAN3429	(AUSLAN)

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Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Read workplace documents.	1.1 Read and understand ***workplace documents***, including explicit and implicit information, ideas, technical information and writer requirements. 1.2 Interpret accompanying visual and graphics material. 1.3 Understand the culturally specific meaning contained in documents.
2. Provide informal written translations.	2.1 Capture and convey information in written texts and summaries, taking account of cultural differences. 2.2 Provide explanation or comments to clarify meaning as required, especially about culturally specific details. 2.3 Recognise ***documents requiring professional translation*** and arrange for assistance as required.
3. Write workplace documents.	3.1 Produce ***written workplace documents*** according to recognised conventions, standards and formats. 3.2 Ensure content of written documents is appropriate to audience and purpose. 3.3 Develop ideas in appropriate depth to meet the requirements of the particular context. 3.4 Tailor language to meet requirements of the situation. 3.5 Observe social and cultural conventions when writing

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workplace documents.

3.6 Write documents with minimal errors so that intended meaning is clearly conveyed to the reader.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- literacy skills in a language other than English to:
  - read and interpret information and workplace documents that include some complex ideas and concepts
  - write documents that require clear and fluent expression of information and ideas
  - appropriately structure texts
  - use language tailored to the requirements of the situation.

Required knowledge

- linguistic knowledge and writing conventions for the language being assessed, including:
  - grammar, spelling and punctuation conventions
  - social, workplace and cultural conventions
  - ways to convey nuances of meaning
- technical vocabulary for specific workplace activities
- standard formats and protocols for a range of workplace documents relevant to the workplace.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the ability to:

- read and write workplace documents required to fulfil a given job role in a language other than English:
  - read and write a range of workplace documents
  - write documents with clear and fluent expression of information and ideas, correct structure and appropriate style and tone for the audience and

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	workplace situation (rare linguistic errors may occur).
Context of and specific resources for assessment	Assessment must ensure use of: • a real or simulated workplace activity where written communication in languages other than English is required • industry documents, such as reports and promotional materials written in languages other than English.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • review of written communications prepared by the individual • written and oral questioning to assess the individual's ability to interpret workplace documents • written or oral questioning to assess cultural knowledge and cross-cultural communication considerations • written or oral questioning to assess linguistic knowledge, generic structure and other specific language features, such as vocabulary and sentence structure • review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.
Guidance information for assessment	The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example: • BSBWRT401A Write complex documents • SITTTSL304 Prepare quotations • SITTTSL307 Process travel-related documentation.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Workplace documents to be read and informally interpreted may include:	• brochures and promotional material • conference programs • correspondence

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- manuals
- menus and wine lists
- reports
- reservations information
- schedules and itineraries.

Documents requiring professional translation may include:

- complex contractual documents
- complex proposals, submissions and tenders.

Written workplace documents may include:

- correspondence
- menus and wine lists
- promotional material
- quotations
- reservations information
- schedules and itineraries
- simple manuals
- simple reports.

Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

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SITXLAN3419 Read and write documents in a language other than English (Serbian)

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to read and write a range of workplace documents in a language other than English at a high level of complexity and fluency, including summarising texts, and reproducing information from texts in one language to prepare a text in another.

The unit does not cover interpreting and translating skills, which are described in units of competency in the PSP04 Public Sector Training Package.

There is no direct parity with any formal language proficiency ratings or assessment framework, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 4 to 4+.

Application of the Unit

This unit applies to all industry contexts and to individuals working at different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit may be customised for training delivery and assessment of proficiency in any language. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN3403 Read and write documents in a language other than English (Cantonese).

SITXLAN3401	(Arabic)
SITXLAN3402	(Indonesian)
SITXLAN3403	(Cantonese)
SITXLAN3404	(Dutch)
SITXLAN3405	(Finnish)
SITXLAN3406	(French)
SITXLAN3407	(German)

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SITXLAN3408	(Greek)
SITXLAN3409	(Hindi)
SITXLAN3410	(Hungarian)
SITXLAN3411	(Italian)
SITXLAN3412	(Japanese)
SITXLAN3413	(Korean)
SITXLAN3414	(Malay)
SITXLAN3415	(Mandarin)
SITXLAN3416	(Polish)
SITXLAN3417	(Portuguese)
SITXLAN3418	(Russian)
SITXLAN3419	(Serbian)
SITXLAN3420	(Spanish)
SITXLAN3421	(Swedish)
SITXLAN3422	(Swiss German)
SITXLAN3423	(Taiwanese)
SITXLAN3424	(Thai)
SITXLAN3425	(Turkish)
SITXLAN3426	(Croatian)
SITXLAN3427	(Bosnian)
SITXLAN3428	(Australian Indigenous languages)
SITXLAN3429	(AUSLAN)

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Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Read workplace documents.	1.1 Read and understand ***workplace documents***, including explicit and implicit information, ideas, technical information and writer requirements. 1.2 Interpret accompanying visual and graphics material. 1.3 Understand the culturally specific meaning contained in documents.
2. Provide informal written translations.	2.1 Capture and convey information in written texts and summaries, taking account of cultural differences. 2.2 Provide explanation or comments to clarify meaning as required, especially about culturally specific details. 2.3 Recognise ***documents requiring professional translation*** and arrange for assistance as required.
3. Write workplace documents.	3.1 Produce ***written workplace documents*** according to recognised conventions, standards and formats. 3.2 Ensure content of written documents is appropriate to audience and purpose. 3.3 Develop ideas in appropriate depth to meet the requirements of the particular context. 3.4 Tailor language to meet requirements of the situation. 3.5 Observe social and cultural conventions when writing

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workplace documents.

3.6 Write documents with minimal errors so that intended meaning is clearly conveyed to the reader.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- literacy skills in a language other than English to:
  - read and interpret information and workplace documents that include some complex ideas and concepts
  - write documents that require clear and fluent expression of information and ideas
  - appropriately structure texts
  - use language tailored to the requirements of the situation.

Required knowledge

- linguistic knowledge and writing conventions for the language being assessed, including:
  - grammar, spelling and punctuation conventions
  - social, workplace and cultural conventions
  - ways to convey nuances of meaning
- technical vocabulary for specific workplace activities
- standard formats and protocols for a range of workplace documents relevant to the workplace.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the ability to:

- read and write workplace documents required to fulfil a given job role in a language other than English:
  - read and write a range of workplace documents
  - write documents with clear and fluent expression of information and ideas, correct structure and appropriate style and tone for the audience and

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	workplace situation (rare linguistic errors may occur).
Context of and specific resources for assessment	Assessment must ensure use of: • a real or simulated workplace activity where written communication in languages other than English is required • industry documents, such as reports and promotional materials written in languages other than English.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • review of written communications prepared by the individual • written and oral questioning to assess the individual's ability to interpret workplace documents • written or oral questioning to assess cultural knowledge and cross-cultural communication considerations • written or oral questioning to assess linguistic knowledge, generic structure and other specific language features, such as vocabulary and sentence structure • review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.
Guidance information for assessment	The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example: • BSBWRT401A Write complex documents • SITTTSL304 Prepare quotations • SITTTSL307 Process travel-related documentation.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Workplace documents to be read and informally interpreted may include:	• brochures and promotional material • conference programs • correspondence

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- manuals
- menus and wine lists
- reports
- reservations information
- schedules and itineraries.

Documents requiring professional translation may include:

- complex contractual documents
- complex proposals, submissions and tenders.

Written workplace documents may include:

- correspondence
- menus and wine lists
- promotional material
- quotations
- reservations information
- schedules and itineraries
- simple manuals
- simple reports.

Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

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SITXLAN3420 Read and write documents in a language other than English (Spanish)

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to read and write a range of workplace documents in a language other than English at a high level of complexity and fluency, including summarising texts, and reproducing information from texts in one language to prepare a text in another.

The unit does not cover interpreting and translating skills, which are described in units of competency in the PSP04 Public Sector Training Package.

There is no direct parity with any formal language proficiency ratings or assessment framework, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 4 to 4+.

Application of the Unit

This unit applies to all industry contexts and to individuals working at different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit may be customised for training delivery and assessment of proficiency in any language. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN3403 Read and write documents in a language other than English (Cantonese).

SITXLAN3401	(Arabic)
SITXLAN3402	(Indonesian)
SITXLAN3403	(Cantonese)
SITXLAN3404	(Dutch)
SITXLAN3405	(Finnish)
SITXLAN3406	(French)
SITXLAN3407	(German)

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SITXLAN3408	(Greek)
SITXLAN3409	(Hindi)
SITXLAN3410	(Hungarian)
SITXLAN3411	(Italian)
SITXLAN3412	(Japanese)
SITXLAN3413	(Korean)
SITXLAN3414	(Malay)
SITXLAN3415	(Mandarin)
SITXLAN3416	(Polish)
SITXLAN3417	(Portuguese)
SITXLAN3418	(Russian)
SITXLAN3419	(Serbian)
SITXLAN3420	(Spanish)
SITXLAN3421	(Swedish)
SITXLAN3422	(Swiss German)
SITXLAN3423	(Taiwanese)
SITXLAN3424	(Thai)
SITXLAN3425	(Turkish)
SITXLAN3426	(Croatian)
SITXLAN3427	(Bosnian)
SITXLAN3428	(Australian Indigenous languages)
SITXLAN3429	(AUSLAN)

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Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Read workplace documents.	1.1 Read and understand ***workplace documents***, including explicit and implicit information, ideas, technical information and writer requirements. 1.2 Interpret accompanying visual and graphics material. 1.3 Understand the culturally specific meaning contained in documents.
2. Provide informal written translations.	2.1 Capture and convey information in written texts and summaries, taking account of cultural differences. 2.2 Provide explanation or comments to clarify meaning as required, especially about culturally specific details. 2.3 Recognise ***documents requiring professional translation*** and arrange for assistance as required.
3. Write workplace documents.	3.1 Produce ***written workplace documents*** according to recognised conventions, standards and formats. 3.2 Ensure content of written documents is appropriate to audience and purpose. 3.3 Develop ideas in appropriate depth to meet the requirements of the particular context. 3.4 Tailor language to meet requirements of the situation. 3.5 Observe social and cultural conventions when writing

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workplace documents.

3.6 Write documents with minimal errors so that intended meaning is clearly conveyed to the reader.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- literacy skills in a language other than English to:
  - read and interpret information and workplace documents that include some complex ideas and concepts
  - write documents that require clear and fluent expression of information and ideas
  - appropriately structure texts
  - use language tailored to the requirements of the situation.

Required knowledge

- linguistic knowledge and writing conventions for the language being assessed, including:
  - grammar, spelling and punctuation conventions
  - social, workplace and cultural conventions
  - ways to convey nuances of meaning
- technical vocabulary for specific workplace activities
- standard formats and protocols for a range of workplace documents relevant to the workplace.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the ability to:

- read and write workplace documents required to fulfil a given job role in a language other than English:
  - read and write a range of workplace documents
  - write documents with clear and fluent expression of information and ideas, correct structure and appropriate style and tone for the audience and

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	workplace situation (rare linguistic errors may occur).
Context of and specific resources for assessment	Assessment must ensure use of: • a real or simulated workplace activity where written communication in languages other than English is required • industry documents, such as reports and promotional materials written in languages other than English.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • review of written communications prepared by the individual • written and oral questioning to assess the individual's ability to interpret workplace documents • written or oral questioning to assess cultural knowledge and cross-cultural communication considerations • written or oral questioning to assess linguistic knowledge, generic structure and other specific language features, such as vocabulary and sentence structure • review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.
Guidance information for assessment	The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example: • BSBWRT401A Write complex documents • SITTTSL304 Prepare quotations • SITTTSL307 Process travel-related documentation.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Workplace documents to be read and informally interpreted may include:	• brochures and promotional material • conference programs • correspondence

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	• manuals • menus and wine lists • reports • reservations information • schedules and itineraries.
Documents requiring professional translation may include:	• complex contractual documents • complex proposals, submissions and tenders.
Written workplace documents may include:	• correspondence • menus and wine lists • promotional material • quotations • reservations information • schedules and itineraries • simple manuals • simple reports.

Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

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SITXLAN3421 Read and write documents in a language other than English (Swedish)

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to read and write a range of workplace documents in a language other than English at a high level of complexity and fluency, including summarising texts, and reproducing information from texts in one language to prepare a text in another.

The unit does not cover interpreting and translating skills, which are described in units of competency in the PSP04 Public Sector Training Package.

There is no direct parity with any formal language proficiency ratings or assessment framework, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 4 to 4+.

Application of the Unit

This unit applies to all industry contexts and to individuals working at different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit may be customised for training delivery and assessment of proficiency in any language. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN3403 Read and write documents in a language other than English (Cantonese).

SITXLAN3401	(Arabic)
SITXLAN3402	(Indonesian)
SITXLAN3403	(Cantonese)
SITXLAN3404	(Dutch)
SITXLAN3405	(Finnish)
SITXLAN3406	(French)
SITXLAN3407	(German)

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SITXLAN3408	(Greek)
SITXLAN3409	(Hindi)
SITXLAN3410	(Hungarian)
SITXLAN3411	(Italian)
SITXLAN3412	(Japanese)
SITXLAN3413	(Korean)
SITXLAN3414	(Malay)
SITXLAN3415	(Mandarin)
SITXLAN3416	(Polish)
SITXLAN3417	(Portuguese)
SITXLAN3418	(Russian)
SITXLAN3419	(Serbian)
SITXLAN3420	(Spanish)
SITXLAN3421	(Swedish)
SITXLAN3422	(Swiss German)
SITXLAN3423	(Taiwanese)
SITXLAN3424	(Thai)
SITXLAN3425	(Turkish)
SITXLAN3426	(Croatian)
SITXLAN3427	(Bosnian)
SITXLAN3428	(Australian Indigenous languages)
SITXLAN3429	(AUSLAN)

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Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Read workplace documents.	1.1 Read and understand ***workplace documents***, including explicit and implicit information, ideas, technical information and writer requirements. 1.2 Interpret accompanying visual and graphics material. 1.3 Understand the culturally specific meaning contained in documents.
2. Provide informal written translations.	2.1 Capture and convey information in written texts and summaries, taking account of cultural differences. 2.2 Provide explanation or comments to clarify meaning as required, especially about culturally specific details. 2.3 Recognise ***documents requiring professional translation*** and arrange for assistance as required.
3. Write workplace documents.	3.1 Produce ***written workplace documents*** according to recognised conventions, standards and formats. 3.2 Ensure content of written documents is appropriate to audience and purpose. 3.3 Develop ideas in appropriate depth to meet the requirements of the particular context. 3.4 Tailor language to meet requirements of the situation. 3.5 Observe social and cultural conventions when writing

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workplace documents.

3.6 Write documents with minimal errors so that intended meaning is clearly conveyed to the reader.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- literacy skills in a language other than English to:
  - read and interpret information and workplace documents that include some complex ideas and concepts
  - write documents that require clear and fluent expression of information and ideas
  - appropriately structure texts
  - use language tailored to the requirements of the situation.

Required knowledge

- linguistic knowledge and writing conventions for the language being assessed, including:
  - grammar, spelling and punctuation conventions
  - social, workplace and cultural conventions
  - ways to convey nuances of meaning
- technical vocabulary for specific workplace activities
- standard formats and protocols for a range of workplace documents relevant to the workplace.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the ability to:

- read and write workplace documents required to fulfil a given job role in a language other than English:
  - read and write a range of workplace documents
  - write documents with clear and fluent expression of information and ideas, correct structure and appropriate style and tone for the audience and

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workplace situation (rare linguistic errors may occur).

Context of and specific resources for assessment

Assessment must ensure use of:

- a real or simulated workplace activity where written communication in languages other than English is required
- industry documents, such as reports and promotional materials written in languages other than English.

Method of assessment

A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit:

- review of written communications prepared by the individual
- written and oral questioning to assess the individual's ability to interpret workplace documents
- written or oral questioning to assess cultural knowledge and cross-cultural communication considerations
- written or oral questioning to assess linguistic knowledge, generic structure and other specific language features, such as vocabulary and sentence structure
- review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.

Guidance information for assessment

The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example:

- BSBWRT401A Write complex documents
- SITTTSL304 Prepare quotations
- SITTTSL307 Process travel-related documentation.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Workplace documents to be read and informally interpreted may include:

- brochures and promotional material
- conference programs
- correspondence

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- manuals
- menus and wine lists
- reports
- reservations information
- schedules and itineraries.

Documents requiring professional translation may include:

- complex contractual documents
- complex proposals, submissions and tenders.

Written workplace documents may include:

- correspondence
- menus and wine lists
- promotional material
- quotations
- reservations information
- schedules and itineraries
- simple manuals
- simple reports.

Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

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SITXLAN3422 Read and write documents in a language other than English (Swiss German)

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to read and write a range of workplace documents in a language other than English at a high level of complexity and fluency, including summarising texts, and reproducing information from texts in one language to prepare a text in another.

The unit does not cover interpreting and translating skills, which are described in units of competency in the PSP04 Public Sector Training Package.

There is no direct parity with any formal language proficiency ratings or assessment framework, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 4 to 4+.

Application of the Unit

This unit applies to all industry contexts and to individuals working at different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit may be customised for training delivery and assessment of proficiency in any language. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN3403 Read and write documents in a language other than English (Cantonese).

SITXLAN3401	(Arabic)
SITXLAN3402	(Indonesian)
SITXLAN3403	(Cantonese)
SITXLAN3404	(Dutch)
SITXLAN3405	(Finnish)
SITXLAN3406	(French)
SITXLAN3407	(German)

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SITXLAN3408	(Greek)
SITXLAN3409	(Hindi)
SITXLAN3410	(Hungarian)
SITXLAN3411	(Italian)
SITXLAN3412	(Japanese)
SITXLAN3413	(Korean)
SITXLAN3414	(Malay)
SITXLAN3415	(Mandarin)
SITXLAN3416	(Polish)
SITXLAN3417	(Portuguese)
SITXLAN3418	(Russian)
SITXLAN3419	(Serbian)
SITXLAN3420	(Spanish)
SITXLAN3421	(Swedish)
SITXLAN3422	(Swiss German)
SITXLAN3423	(Taiwanese)
SITXLAN3424	(Thai)
SITXLAN3425	(Turkish)
SITXLAN3426	(Croatian)
SITXLAN3427	(Bosnian)
SITXLAN3428	(Australian Indigenous languages)
SITXLAN3429	(AUSLAN)

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Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Read workplace documents.	1.1 Read and understand ***workplace documents***, including explicit and implicit information, ideas, technical information and writer requirements. 1.2 Interpret accompanying visual and graphics material. 1.3 Understand the culturally specific meaning contained in documents.
2. Provide informal written translations.	2.1 Capture and convey information in written texts and summaries, taking account of cultural differences. 2.2 Provide explanation or comments to clarify meaning as required, especially about culturally specific details. 2.3 Recognise ***documents requiring professional translation*** and arrange for assistance as required.
3. Write workplace documents.	3.1 Produce ***written workplace documents*** according to recognised conventions, standards and formats. 3.2 Ensure content of written documents is appropriate to audience and purpose. 3.3 Develop ideas in appropriate depth to meet the requirements of the particular context. 3.4 Tailor language to meet requirements of the situation. 3.5 Observe social and cultural conventions when writing

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workplace documents.

3.6 Write documents with minimal errors so that intended meaning is clearly conveyed to the reader.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- literacy skills in a language other than English to:
  - read and interpret information and workplace documents that include some complex ideas and concepts
  - write documents that require clear and fluent expression of information and ideas
  - appropriately structure texts
  - use language tailored to the requirements of the situation.

Required knowledge

- linguistic knowledge and writing conventions for the language being assessed, including:
  - grammar, spelling and punctuation conventions
  - social, workplace and cultural conventions
  - ways to convey nuances of meaning
- technical vocabulary for specific workplace activities
- standard formats and protocols for a range of workplace documents relevant to the workplace.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the ability to:

- read and write workplace documents required to fulfil a given job role in a language other than English:
  - read and write a range of workplace documents
  - write documents with clear and fluent expression of information and ideas, correct structure and appropriate style and tone for the audience and

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	workplace situation (rare linguistic errors may occur).
Context of and specific resources for assessment	Assessment must ensure use of: • a real or simulated workplace activity where written communication in languages other than English is required • industry documents, such as reports and promotional materials written in languages other than English.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • review of written communications prepared by the individual • written and oral questioning to assess the individual's ability to interpret workplace documents • written or oral questioning to assess cultural knowledge and cross-cultural communication considerations • written or oral questioning to assess linguistic knowledge, generic structure and other specific language features, such as vocabulary and sentence structure • review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.
Guidance information for assessment	The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example: • BSBWRT401A Write complex documents • SITTTSL304 Prepare quotations • SITTTSL307 Process travel-related documentation.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Workplace documents to be read and informally interpreted may include:	• brochures and promotional material • conference programs • correspondence

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- manuals
- menus and wine lists
- reports
- reservations information
- schedules and itineraries.

Documents requiring professional translation may include:

- complex contractual documents
- complex proposals, submissions and tenders.

Written workplace documents may include:

- correspondence
- menus and wine lists
- promotional material
- quotations
- reservations information
- schedules and itineraries
- simple manuals
- simple reports.

Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

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SITXLAN3424 Read and write documents in a language other than English (Thai)

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to read and write a range of workplace documents in a language other than English at a high level of complexity and fluency, including summarising texts, and reproducing information from texts in one language to prepare a text in another.

The unit does not cover interpreting and translating skills, which are described in units of competency in the PSP04 Public Sector Training Package.

There is no direct parity with any formal language proficiency ratings or assessment framework, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 4 to 4+.

Application of the Unit

This unit applies to all industry contexts and to individuals working at different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit may be customised for training delivery and assessment of proficiency in any language. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN3403 Read and write documents in a language other than English (Cantonese).

SITXLAN3401	(Arabic)
SITXLAN3402	(Indonesian)
SITXLAN3403	(Cantonese)
SITXLAN3404	(Dutch)
SITXLAN3405	(Finnish)
SITXLAN3406	(French)
SITXLAN3407	(German)

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SITXLAN3408	(Greek)
SITXLAN3409	(Hindi)
SITXLAN3410	(Hungarian)
SITXLAN3411	(Italian)
SITXLAN3412	(Japanese)
SITXLAN3413	(Korean)
SITXLAN3414	(Malay)
SITXLAN3415	(Mandarin)
SITXLAN3416	(Polish)
SITXLAN3417	(Portuguese)
SITXLAN3418	(Russian)
SITXLAN3419	(Serbian)
SITXLAN3420	(Spanish)
SITXLAN3421	(Swedish)
SITXLAN3422	(Swiss German)
SITXLAN3423	(Taiwanese)
SITXLAN3424	(Thai)
SITXLAN3425	(Turkish)
SITXLAN3426	(Croatian)
SITXLAN3427	(Bosnian)
SITXLAN3428	(Australian Indigenous languages)
SITXLAN3429	(AUSLAN)

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Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Read workplace documents.	1.1 Read and understand ***workplace documents***, including explicit and implicit information, ideas, technical information and writer requirements. 1.2 Interpret accompanying visual and graphics material. 1.3 Understand the culturally specific meaning contained in documents.
2. Provide informal written translations.	2.1 Capture and convey information in written texts and summaries, taking account of cultural differences. 2.2 Provide explanation or comments to clarify meaning as required, especially about culturally specific details. 2.3 Recognise ***documents requiring professional translation*** and arrange for assistance as required.
3. Write workplace documents.	3.1 Produce ***written workplace documents*** according to recognised conventions, standards and formats. 3.2 Ensure content of written documents is appropriate to audience and purpose. 3.3 Develop ideas in appropriate depth to meet the requirements of the particular context. 3.4 Tailor language to meet requirements of the situation. 3.5 Observe social and cultural conventions when writing

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workplace documents.

3.6 Write documents with minimal errors so that intended meaning is clearly conveyed to the reader.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- literacy skills in a language other than English to:
  - read and interpret information and workplace documents that include some complex ideas and concepts
  - write documents that require clear and fluent expression of information and ideas
  - appropriately structure texts
  - use language tailored to the requirements of the situation.

Required knowledge

- linguistic knowledge and writing conventions for the language being assessed, including:
  - grammar, spelling and punctuation conventions
  - social, workplace and cultural conventions
  - ways to convey nuances of meaning
- technical vocabulary for specific workplace activities
- standard formats and protocols for a range of workplace documents relevant to the workplace.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the ability to:

- read and write workplace documents required to fulfil a given job role in a language other than English:
  - read and write a range of workplace documents
  - write documents with clear and fluent expression of information and ideas, correct structure and appropriate style and tone for the audience and

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	workplace situation (rare linguistic errors may occur).
Context of and specific resources for assessment	Assessment must ensure use of: • a real or simulated workplace activity where written communication in languages other than English is required • industry documents, such as reports and promotional materials written in languages other than English.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • review of written communications prepared by the individual • written and oral questioning to assess the individual's ability to interpret workplace documents • written or oral questioning to assess cultural knowledge and cross-cultural communication considerations • written or oral questioning to assess linguistic knowledge, generic structure and other specific language features, such as vocabulary and sentence structure • review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.
Guidance information for assessment	The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example: • BSBWRT401A Write complex documents • SITTTSL304 Prepare quotations • SITTTSL307 Process travel-related documentation.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Workplace documents to be read and informally interpreted may include:	• brochures and promotional material • conference programs • correspondence

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- manuals
- menus and wine lists
- reports
- reservations information
- schedules and itineraries.

Documents requiring professional translation may include:

- complex contractual documents
- complex proposals, submissions and tenders.

Written workplace documents may include:

- correspondence
- menus and wine lists
- promotional material
- quotations
- reservations information
- schedules and itineraries
- simple manuals
- simple reports.

Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

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SITXLAN3425 Read and write documents in a language other than English (Turkish)

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to read and write a range of workplace documents in a language other than English at a high level of complexity and fluency, including summarising texts, and reproducing information from texts in one language to prepare a text in another.

The unit does not cover interpreting and translating skills, which are described in units of competency in the PSP04 Public Sector Training Package.

There is no direct parity with any formal language proficiency ratings or assessment framework, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 4 to 4+.

Application of the Unit

This unit applies to all industry contexts and to individuals working at different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit may be customised for training delivery and assessment of proficiency in any language. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN3403 Read and write documents in a language other than English (Cantonese).

SITXLAN3401	(Arabic)
SITXLAN3402	(Indonesian)
SITXLAN3403	(Cantonese)
SITXLAN3404	(Dutch)
SITXLAN3405	(Finnish)
SITXLAN3406	(French)
SITXLAN3407	(German)

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SITXLAN3408	(Greek)
SITXLAN3409	(Hindi)
SITXLAN3410	(Hungarian)
SITXLAN3411	(Italian)
SITXLAN3412	(Japanese)
SITXLAN3413	(Korean)
SITXLAN3414	(Malay)
SITXLAN3415	(Mandarin)
SITXLAN3416	(Polish)
SITXLAN3417	(Portuguese)
SITXLAN3418	(Russian)
SITXLAN3419	(Serbian)
SITXLAN3420	(Spanish)
SITXLAN3421	(Swedish)
SITXLAN3422	(Swiss German)
SITXLAN3423	(Taiwanese)
SITXLAN3424	(Thai)
SITXLAN3425	(Turkish)
SITXLAN3426	(Croatian)
SITXLAN3427	(Bosnian)
SITXLAN3428	(Australian Indigenous languages)
SITXLAN3429	(AUSLAN)

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Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Read workplace documents.	1.1 Read and understand ***workplace documents***, including explicit and implicit information, ideas, technical information and writer requirements. 1.2 Interpret accompanying visual and graphics material. 1.3 Understand the culturally specific meaning contained in documents.
2. Provide informal written translations.	2.1 Capture and convey information in written texts and summaries, taking account of cultural differences. 2.2 Provide explanation or comments to clarify meaning as required, especially about culturally specific details. 2.3 Recognise ***documents requiring professional translation*** and arrange for assistance as required.
3. Write workplace documents.	3.1 Produce ***written workplace documents*** according to recognised conventions, standards and formats. 3.2 Ensure content of written documents is appropriate to audience and purpose. 3.3 Develop ideas in appropriate depth to meet the requirements of the particular context. 3.4 Tailor language to meet requirements of the situation. 3.5 Observe social and cultural conventions when writing

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workplace documents.

3.6 Write documents with minimal errors so that intended meaning is clearly conveyed to the reader.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- literacy skills in a language other than English to:
  - read and interpret information and workplace documents that include some complex ideas and concepts
  - write documents that require clear and fluent expression of information and ideas
  - appropriately structure texts
  - use language tailored to the requirements of the situation.

Required knowledge

- linguistic knowledge and writing conventions for the language being assessed, including:
  - grammar, spelling and punctuation conventions
  - social, workplace and cultural conventions
  - ways to convey nuances of meaning
- technical vocabulary for specific workplace activities
- standard formats and protocols for a range of workplace documents relevant to the workplace.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the ability to:

- read and write workplace documents required to fulfil a given job role in a language other than English:
  - read and write a range of workplace documents
  - write documents with clear and fluent expression of information and ideas, correct structure and appropriate style and tone for the audience and

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	workplace situation (rare linguistic errors may occur).
Context of and specific resources for assessment	Assessment must ensure use of: • a real or simulated workplace activity where written communication in languages other than English is required • industry documents, such as reports and promotional materials written in languages other than English.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • review of written communications prepared by the individual • written and oral questioning to assess the individual's ability to interpret workplace documents • written or oral questioning to assess cultural knowledge and cross-cultural communication considerations • written or oral questioning to assess linguistic knowledge, generic structure and other specific language features, such as vocabulary and sentence structure • review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.
Guidance information for assessment	The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example: • BSBWRT401A Write complex documents • SITTTSL304 Prepare quotations • SITTTSL307 Process travel-related documentation.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Workplace documents to be read and informally interpreted may include:	• brochures and promotional material • conference programs • correspondence

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- manuals
- menus and wine lists
- reports
- reservations information
- schedules and itineraries.

Documents requiring professional translation may include:

- complex contractual documents
- complex proposals, submissions and tenders.

Written workplace documents may include:

- correspondence
- menus and wine lists
- promotional material
- quotations
- reservations information
- schedules and itineraries
- simple manuals
- simple reports.

Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

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SITXLAN3426 Read and write documents in a language other than English (Croatian)

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to read and write a range of workplace documents in a language other than English at a high level of complexity and fluency, including summarising texts, and reproducing information from texts in one language to prepare a text in another.

The unit does not cover interpreting and translating skills, which are described in units of competency in the PSP04 Public Sector Training Package.

There is no direct parity with any formal language proficiency ratings or assessment framework, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 4 to 4+.

Application of the Unit

This unit applies to all industry contexts and to individuals working at different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit may be customised for training delivery and assessment of proficiency in any language. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN3403 Read and write documents in a language other than English (Cantonese).

SITXLAN3401	(Arabic)
SITXLAN3402	(Indonesian)
SITXLAN3403	(Cantonese)
SITXLAN3404	(Dutch)
SITXLAN3405	(Finnish)
SITXLAN3406	(French)
SITXLAN3407	(German)

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SITXLAN3408	(Greek)
SITXLAN3409	(Hindi)
SITXLAN3410	(Hungarian)
SITXLAN3411	(Italian)
SITXLAN3412	(Japanese)
SITXLAN3413	(Korean)
SITXLAN3414	(Malay)
SITXLAN3415	(Mandarin)
SITXLAN3416	(Polish)
SITXLAN3417	(Portuguese)
SITXLAN3418	(Russian)
SITXLAN3419	(Serbian)
SITXLAN3420	(Spanish)
SITXLAN3421	(Swedish)
SITXLAN3422	(Swiss German)
SITXLAN3423	(Taiwanese)
SITXLAN3424	(Thai)
SITXLAN3425	(Turkish)
SITXLAN3426	(Croatian)
SITXLAN3427	(Bosnian)
SITXLAN3428	(Australian Indigenous languages)
SITXLAN3429	(AUSLAN)

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Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Read workplace documents.	1.1 Read and understand ***workplace documents***, including explicit and implicit information, ideas, technical information and writer requirements. 1.2 Interpret accompanying visual and graphics material. 1.3 Understand the culturally specific meaning contained in documents.
2. Provide informal written translations.	2.1 Capture and convey information in written texts and summaries, taking account of cultural differences. 2.2 Provide explanation or comments to clarify meaning as required, especially about culturally specific details. 2.3 Recognise ***documents requiring professional translation*** and arrange for assistance as required.
3. Write workplace documents.	3.1 Produce ***written workplace documents*** according to recognised conventions, standards and formats. 3.2 Ensure content of written documents is appropriate to audience and purpose. 3.3 Develop ideas in appropriate depth to meet the requirements of the particular context. 3.4 Tailor language to meet requirements of the situation. 3.5 Observe social and cultural conventions when writing

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workplace documents.

3.6 Write documents with minimal errors so that intended meaning is clearly conveyed to the reader.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- literacy skills in a language other than English to:
  - read and interpret information and workplace documents that include some complex ideas and concepts
  - write documents that require clear and fluent expression of information and ideas
  - appropriately structure texts
  - use language tailored to the requirements of the situation.

Required knowledge

- linguistic knowledge and writing conventions for the language being assessed, including:
  - grammar, spelling and punctuation conventions
  - social, workplace and cultural conventions
  - ways to convey nuances of meaning
- technical vocabulary for specific workplace activities
- standard formats and protocols for a range of workplace documents relevant to the workplace.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the ability to:

- read and write workplace documents required to fulfil a given job role in a language other than English:
  - read and write a range of workplace documents
  - write documents with clear and fluent expression of information and ideas, correct structure and appropriate style and tone for the audience and

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	workplace situation (rare linguistic errors may occur).
Context of and specific resources for assessment	Assessment must ensure use of: • a real or simulated workplace activity where written communication in languages other than English is required • industry documents, such as reports and promotional materials written in languages other than English.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • review of written communications prepared by the individual • written and oral questioning to assess the individual's ability to interpret workplace documents • written or oral questioning to assess cultural knowledge and cross-cultural communication considerations • written or oral questioning to assess linguistic knowledge, generic structure and other specific language features, such as vocabulary and sentence structure • review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.
Guidance information for assessment	The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example: • BSBWRT401A Write complex documents • SITTTSL304 Prepare quotations • SITTTSL307 Process travel-related documentation.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Workplace documents to be read and informally interpreted may include:	• brochures and promotional material • conference programs • correspondence

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- manuals
- menus and wine lists
- reports
- reservations information
- schedules and itineraries.

Documents requiring professional translation may include:

- complex contractual documents
- complex proposals, submissions and tenders.

Written workplace documents may include:

- correspondence
- menus and wine lists
- promotional material
- quotations
- reservations information
- schedules and itineraries
- simple manuals
- simple reports.

Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

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SITXLAN3427 Read and write documents in a language other than English (Bosnian)

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to read and write a range of workplace documents in a language other than English at a high level of complexity and fluency, including summarising texts, and reproducing information from texts in one language to prepare a text in another.

The unit does not cover interpreting and translating skills, which are described in units of competency in the PSP04 Public Sector Training Package.

There is no direct parity with any formal language proficiency ratings or assessment framework, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 4 to 4+.

Application of the Unit

This unit applies to all industry contexts and to individuals working at different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit may be customised for training delivery and assessment of proficiency in any language. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN3403 Read and write documents in a language other than English (Cantonese).

SITXLAN3401	(Arabic)
SITXLAN3402	(Indonesian)
SITXLAN3403	(Cantonese)
SITXLAN3404	(Dutch)
SITXLAN3405	(Finnish)
SITXLAN3406	(French)
SITXLAN3407	(German)

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SITXLAN3408	(Greek)
SITXLAN3409	(Hindi)
SITXLAN3410	(Hungarian)
SITXLAN3411	(Italian)
SITXLAN3412	(Japanese)
SITXLAN3413	(Korean)
SITXLAN3414	(Malay)
SITXLAN3415	(Mandarin)
SITXLAN3416	(Polish)
SITXLAN3417	(Portuguese)
SITXLAN3418	(Russian)
SITXLAN3419	(Serbian)
SITXLAN3420	(Spanish)
SITXLAN3421	(Swedish)
SITXLAN3422	(Swiss German)
SITXLAN3423	(Taiwanese)
SITXLAN3424	(Thai)
SITXLAN3425	(Turkish)
SITXLAN3426	(Croatian)
SITXLAN3427	(Bosnian)
SITXLAN3428	(Australian Indigenous languages)
SITXLAN3429	(AUSLAN)

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Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Read workplace documents.	1.1 Read and understand ***workplace documents***, including explicit and implicit information, ideas, technical information and writer requirements. 1.2 Interpret accompanying visual and graphics material. 1.3 Understand the culturally specific meaning contained in documents.
2. Provide informal written translations.	2.1 Capture and convey information in written texts and summaries, taking account of cultural differences. 2.2 Provide explanation or comments to clarify meaning as required, especially about culturally specific details. 2.3 Recognise ***documents requiring professional translation*** and arrange for assistance as required.
3. Write workplace documents.	3.1 Produce ***written workplace documents*** according to recognised conventions, standards and formats. 3.2 Ensure content of written documents is appropriate to audience and purpose. 3.3 Develop ideas in appropriate depth to meet the requirements of the particular context. 3.4 Tailor language to meet requirements of the situation. 3.5 Observe social and cultural conventions when writing

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workplace documents.

3.6 Write documents with minimal errors so that intended meaning is clearly conveyed to the reader.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- literacy skills in a language other than English to:
  - read and interpret information and workplace documents that include some complex ideas and concepts
  - write documents that require clear and fluent expression of information and ideas
  - appropriately structure texts
  - use language tailored to the requirements of the situation.

Required knowledge

- linguistic knowledge and writing conventions for the language being assessed, including:
  - grammar, spelling and punctuation conventions
  - social, workplace and cultural conventions
  - ways to convey nuances of meaning
- technical vocabulary for specific workplace activities
- standard formats and protocols for a range of workplace documents relevant to the workplace.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the ability to:

- read and write workplace documents required to fulfil a given job role in a language other than English:
  - read and write a range of workplace documents
  - write documents with clear and fluent expression of information and ideas, correct structure and appropriate style and tone for the audience and

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	workplace situation (rare linguistic errors may occur).
Context of and specific resources for assessment	Assessment must ensure use of: • a real or simulated workplace activity where written communication in languages other than English is required • industry documents, such as reports and promotional materials written in languages other than English.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • review of written communications prepared by the individual • written and oral questioning to assess the individual's ability to interpret workplace documents • written or oral questioning to assess cultural knowledge and cross-cultural communication considerations • written or oral questioning to assess linguistic knowledge, generic structure and other specific language features, such as vocabulary and sentence structure • review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.
Guidance information for assessment	The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example: • BSBWRT401A Write complex documents • SITTTSL304 Prepare quotations • SITTTSL307 Process travel-related documentation.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Workplace documents to be read and informally interpreted may include:	• brochures and promotional material • conference programs • correspondence

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	• manuals • menus and wine lists • reports • reservations information • schedules and itineraries.
Documents requiring professional translation may include:	• complex contractual documents • complex proposals, submissions and tenders.
Written workplace documents may include:	• correspondence • menus and wine lists • promotional material • quotations • reservations information • schedules and itineraries • simple manuals • simple reports.

Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

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SITXLAN3428 Read and write documents in a language other than English (Australian Indigenous languages)

Modification History

Not applicable.

Unit Descriptor

This unit describes the performance outcomes, skills and knowledge required to read and write a range of workplace documents in a language other than English at a high level of complexity and fluency, including summarising texts, and reproducing information from texts in one language to prepare a text in another.

The unit does not cover interpreting and translating skills, which are described in units of competency in the PSP04 Public Sector Training Package.

There is no direct parity with any formal language proficiency ratings or assessment framework, but this unit broadly relates to International Second Language Proficiency Ratings (ISLPR) 4 to 4+.

Application of the Unit

This unit applies to all industry contexts and to individuals working at different levels of responsibility. This could include frontline, supervisory or management personnel.

This unit may be customised for training delivery and assessment of proficiency in any language. For reporting purposes, recognition is limited to those languages listed below which are of importance to the tourism industry. A specific code has been allocated for each of these languages. Each language must be indicated in brackets after the unit title.

For example: SITXLAN3403 Read and write documents in a language other than English (Cantonese).

SITXLAN3401	(Arabic)
SITXLAN3402	(Indonesian)
SITXLAN3403	(Cantonese)
SITXLAN3404	(Dutch)
SITXLAN3405	(Finnish)
SITXLAN3406	(French)
SITXLAN3407	(German)

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SITXLAN3408	(Greek)
SITXLAN3409	(Hindi)
SITXLAN3410	(Hungarian)
SITXLAN3411	(Italian)
SITXLAN3412	(Japanese)
SITXLAN3413	(Korean)
SITXLAN3414	(Malay)
SITXLAN3415	(Mandarin)
SITXLAN3416	(Polish)
SITXLAN3417	(Portuguese)
SITXLAN3418	(Russian)
SITXLAN3419	(Serbian)
SITXLAN3420	(Spanish)
SITXLAN3421	(Swedish)
SITXLAN3422	(Swiss German)
SITXLAN3423	(Taiwanese)
SITXLAN3424	(Thai)
SITXLAN3425	(Turkish)
SITXLAN3426	(Croatian)
SITXLAN3427	(Bosnian)
SITXLAN3428	(Australian Indigenous languages)
SITXLAN3429	(AUSLAN)

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Licensing/Regulatory Information

No licensing, legislative, regulatory or certification requirements apply to this unit at the time of endorsement.

Pre-Requisites

Not applicable.

Employability Skills Information

This unit contains employability skills.

Elements and Performance Criteria Pre-Content

Elements and Performance Criteria

Elements describe the essential outcomes of a unit of competency.	Performance criteria describe the performance needed to demonstrate achievement of the element. Where bold italicised text is used, further information is detailed in the required skills and knowledge section and the range statement. Assessment of performance is to be consistent with the evidence guide.
1. Read workplace documents.	1.1 Read and understand ***workplace documents***, including explicit and implicit information, ideas, technical information and writer requirements. 1.2 Interpret accompanying visual and graphics material. 1.3 Understand the culturally specific meaning contained in documents.
2. Provide informal written translations.	2.1 Capture and convey information in written texts and summaries, taking account of cultural differences. 2.2 Provide explanation or comments to clarify meaning as required, especially about culturally specific details. 2.3 Recognise ***documents requiring professional translation*** and arrange for assistance as required.
3. Write workplace documents.	3.1 Produce ***written workplace documents*** according to recognised conventions, standards and formats. 3.2 Ensure content of written documents is appropriate to audience and purpose. 3.3 Develop ideas in appropriate depth to meet the requirements of the particular context. 3.4 Tailor language to meet requirements of the situation. 3.5 Observe social and cultural conventions when writing

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workplace documents.

3.6 Write documents with minimal errors so that intended meaning is clearly conveyed to the reader.

Required Skills and Knowledge

This section describes the skills and knowledge required for this unit.

Required skills

- literacy skills in a language other than English to:
  - read and interpret information and workplace documents that include some complex ideas and concepts
  - write documents that require clear and fluent expression of information and ideas
  - appropriately structure texts
  - use language tailored to the requirements of the situation.

Required knowledge

- linguistic knowledge and writing conventions for the language being assessed, including:
  - grammar, spelling and punctuation conventions
  - social, workplace and cultural conventions
  - ways to convey nuances of meaning
- technical vocabulary for specific workplace activities
- standard formats and protocols for a range of workplace documents relevant to the workplace.

Evidence Guide

The evidence guide provides advice on assessment and must be read in conjunction with the performance criteria, required skills and knowledge, range statement and the Assessment Guidelines for the Training Package.

Overview of assessment

Critical aspects for assessment and evidence required to demonstrate competency in this unit

Evidence of the ability to:

- read and write workplace documents required to fulfil a given job role in a language other than English:
  - read and write a range of workplace documents
  - write documents with clear and fluent expression of information and ideas, correct structure and appropriate style and tone for the audience and

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workplace situation (rare linguistic errors may occur).

Context of and specific resources for assessment	Assessment must ensure use of: • a real or simulated workplace activity where written communication in languages other than English is required • industry documents, such as reports and promotional materials written in languages other than English.
Method of assessment	A range of assessment methods should be used to assess practical skills and knowledge. The following examples are appropriate for this unit: • review of written communications prepared by the individual • written and oral questioning to assess the individual's ability to interpret workplace documents • written or oral questioning to assess cultural knowledge and cross-cultural communication considerations • written or oral questioning to assess linguistic knowledge, generic structure and other specific language features, such as vocabulary and sentence structure • review of portfolios of evidence and third-party workplace reports of on-the-job performance by the individual.
Guidance information for assessment	The assessor should design integrated assessment activities to holistically assess this unit with other units relevant to the industry sector, workplace and job role, for example: • BSBWRT401A Write complex documents • SITTTSL304 Prepare quotations • SITTTSL307 Process travel-related documentation.

Range Statement

The range statement relates to the unit of competency as a whole. It allows for different work environments and situations that may affect performance. Bold italicised wording, if used in the performance criteria, is detailed below. Essential operating conditions that may be present with training and assessment (depending on the work situation, needs of the candidate, accessibility of the item, and local industry and regional contexts) may also be included.

Workplace documents to be read and informally interpreted may include:	• brochures and promotional material • conference programs • correspondence

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- manuals
- menus and wine lists
- reports
- reservations information
- schedules and itineraries.

Documents requiring professional translation may include:

- complex contractual documents
- complex proposals, submissions and tenders.

Written workplace documents may include:

- correspondence
- menus and wine lists
- promotional material
- quotations
- reservations information
- schedules and itineraries
- simple manuals
- simple reports.

Unit Sector(s)

Cross-Sector

Competency Field

Languages other than English

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PSP Public Sector Training Package

Modification History

Version	Comments
1	Primary release to comply with new standards for PSP Public Sector Training Package (replacing PSP12 Public Sector Training Package)

Credit Arrangements

Qualification Code	Qualification Title	Credit Arrangements
PSP20116	Certificate II in Government	At the time of endorsement of this training package no credit arrangements exist.
PSP30116	Certificate III in Government	At the time of endorsement of this training package no credit arrangements exist.
PSP40116	Certificate IV in Government	At the time of endorsement of this training package no credit arrangements exist.
PSP40216	Certificate IV in Court Operations	At the time of endorsement of this training package no credit arrangements exist.
PSP40316	Certificate IV in Government Security	At the time of endorsement of this training package no credit arrangements exist.
PSP40416	Certificate IV in Government Investigations	At the time of endorsement of this training package no credit arrangements exist.
PSP40516	Certificate IV in Trade Measurement	At the time of endorsement of this training package no credit arrangements exist.
PSP40616	Certificate IV in Procurement and Contracting	At the time of endorsement of this training package no credit arrangements

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		exist.
PSP40716	Certificate IV in Heavy Vehicle Road Compliance	At the time of endorsement of this training package no credit arrangements exist.
PSP50116	Diploma of Government	At the time of endorsement of this training package no credit arrangements exist.
PSP50216	Diploma of Court Operations	At the time of endorsement of this training package no credit arrangements exist.
PSP50716	Diploma of Fraud Control	At the time of endorsement of this training package no credit arrangements exist.
PSP50416	Diploma of Government Investigations	At the time of endorsement of this training package no credit arrangements exist.
PSP50316	Diploma of Government Security	At the time of endorsement of this training package no credit arrangements exist.
PSP50516	Diploma of Trade Measurement	At the time of endorsement of this training package no credit arrangements exist.
PSP50816	Diploma of Translating	At the time of endorsement of this training package no credit arrangements exist.
PSP50916	Diploma of Interpreting	At the time of endorsement of this training package no credit arrangements exist.
PSP50616	Diploma of Procurement and Contracting	At the time of endorsement of this training package no credit arrangements exist.
PSP60116	Advanced Diploma of Government	At the time of endorsement of this training package no credit arrangements exist.
PSP60816	Advanced Diploma of Translating	At the time of endorsement of this training package no credit arrangements exist.

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PSP60916	Advanced Diploma of Interpreting	At the time of endorsement of this training package no credit arrangements exist.
PSP60616	Advanced Diploma of Procurement and Contracting	At the time of endorsement of this training package no credit arrangements exist.
PSP80116	Graduate Certificate in Strategic Procurement	At the time of endorsement of this training package no credit arrangements exist.
PSP80216	Graduate Certificate in Radiation Safety	At the time of endorsement of this training package no credit arrangements exist.

Links

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

Companion Volume implementation guides are found in VETNet - https://vetnet.gov.au/Pages/TrainingDocs.aspx?q=bebbece7-ff48-4d2c-8876-405679019623

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PSPSS00039 Customer Service

Modification History

Release	Comments
1	This skill set was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. Supersedes and is equivalent to PSP12 Customer Service Skill Set. • PSP unit codes updated

Description

This skill set is for government workers who provide routine customer service to members of the public or answer internal or external queries.

Pathways Information

Completion of this skill set contributes towards PSP20116 Certificate II in Government and PSP30116 Certificate III in Government qualifications.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this skill set at the time of publication.

Skill Set Requirements

Units	
PSPETH001	Uphold the values and principles of public service
PSPGEN002	Use routine workplace communication techniques
PSPGEN003	Deliver a service to clients
PSPGEN016	Address client needs

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Target Group

Not applicable.

Suggested words for Statement of Attainment

These competencies meet the industry standard for handling routine customer queries in the public sector.

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PSPSS00040 Government Investigations

Modification History

Release	Comments
1	This skill set was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. • New skill set composed of existing units.

Description

This skill set is for individuals working in a range of regulatory work environments involving gathering evidence and interviewing persons of interest. These competencies provide skills required to identify possible non-compliance and plan, initiate and report on a subsequent investigation.

Pathways Information

These units provide specialist skills to support public sector regulatory and compliance functions. Completion of this skill set provides credit towards PSP40416 Certificate IV in Government Investigations.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this skill set at the time of publication.

Skill Set Requirements

Units	
PSPINV001	Plan and initiate an investigation
PSPINV002	Conduct an investigation
PSPINV003	Finalise an investigation

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Target Group

Not applicable.

Suggested words for Statement of Attainment

These competencies meet the industry standard for public sector employees whose roles include conducting investigations.

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PSPSS00041 Procurement Basics

Modification History

Release	Comments
1	This skill set was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. Supersedes and is equivalent to PSP12 Basic Procurement Skill Set. • Title changed • PSP unit codes updated

Description

This skill set is for those undertaking basic procurement as part of their duties in an entry level role in the workplace.

Pathways Information

Completion of this skill set contributes to PSP30116 Certificate III in Government.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this skill set at the time of publication.

Skill Set Requirements

Units	
PSPETH001	Uphold the values and principles of public service
PSPLEG001	Comply with legislation in the public sector
PSPPCM001	Carry out basic procurement

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Target Group

Not applicable.

Suggested words for Statement of Attainment

These competencies meet the industry standard for procurement in an entry-level position.

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PSPSS00042 Procurement Fundamentals

Modification History

Release	Comments
1	This skill set was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. Supersedes and is equivalent to PSP12 Foundation Procurement Skill Set. • Title changed • PSP unit codes updated

Description

This skill set is for those working in a procurement or contract management role.

Pathways Information

Completion of this skill set contributes to PSP40616 Certificate IV in Procurement and Contracting.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this skill set at the time of publication.

Skill Set Requirements

Units	
PSPLEG002	Encourage compliance with legislation in the public sector
PSPPCM004	Plan procurement
PSPPCM006	Select providers and develop contracts
PSPPCM007	Manage contracts

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Target Group

Not applicable.

Suggested words for Statement of Attainment

These competencies meet the industry standard for foundation skills and knowledge in procurement practices.

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PSPSS00043 Procurement Delegation

Modification History

Release	Comments
1	This skill set was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. Supersedes and is equivalent to PSP12 Procurement Delegation Skill Set. • PSP unit codes updated

Description

This skill set is for those who have authority to exercise delegation for procurement, and for higher level managers who oversee the procurement process but for whom procurement is not their main role.

Pathways Information

Completion of this skill set contributes to PSP40116 Certificate IV in Government and PSP40616 Certificate IV in Procurement and Contracting.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this skill set at the time of publication.

Skill Set Requirements

Units	
PSPGEN042	Exercise delegations
PSPPCM003	Procure goods and services
PSPPCM007	Manage contracts

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Target Group

Not applicable.

Suggested words for Statement of Attainment

These competencies meet the industry standard for key decision makers in the public service.

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PSPSS00044 Public Sector Executive Manager

Modification History

Release	Comments
1	This skill set was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. Supersedes and is equivalent to PSP12 Foundation Executive Management Skill Set. • Title changed • PSP unit codes updated • Imported unit updated

Description

This skill set is for those moving into executive management positions in the public sector.

Pathways Information

Completion of this skill set contributes towards PSP60116 Advanced Diploma of Government.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this skill set at the time of publication.

Skill Set Requirements

Units	
PSPGEN067	Establish and maintain strategic networks
PSPGEN070	Persuade and influence opinion
PSPGEN071	Prepare high-level/sensitive written materials

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PSPMGT007	Manage risk
PSPPCY010	Manage policy implementation
BSBMGT605	Provide leadership across the organisation

Target Group

Not applicable.

Suggested words for Statement of Attainment

These competencies meet the industry standard for workers moving into executive management roles in the public sector.

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PSPSS00045 Public Sector Fundamentals

Modification History

Release	Comments
1	This skill set was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. Supersedes and is equivalent to PSP12 Public Sector Fundamentals Skill Set. • PSP unit codes updated.

Description

This skill set is for individuals working within or new to the public sector. These competencies provide an overview of the sector, an understanding of core public sector values, principles and diversity issues, and expectations relating to government services, communications, practices and processes.

Pathways Information

These units serve as a foundation for government qualifications and as an introduction to the Public Sector for new employees, team leaders or supervisors. Completion of this skill set contributes to most Certificate IV level government generalist and specialist qualifications.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this skill set at the time of publication.

Skill Set Requirements

Units	
PSPETH002	Uphold and support the values and principles of public service
PSPGEN029	Value diversity

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PSPGEN043	Apply government processes
PSPLEG002	Encourage compliance with legislation in the public sector
PSPPCY004	Support policy implementation

Target Group

Not applicable.

Suggested words for Statement of Attainment

These competencies meet the industry standard for people working in the Public Sector environment.

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PSPSS00046 Public Sector Manager

Modification History

Release	Comments
1	This skill set was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. Supersedes and is equivalent to PSP12 Public Sector Manager Skill Set. • PSP unit codes updated.

Description

This skill set is for those embarking on management roles within in the public sector. Units cover the essential skills and knowledge required of those public sector managers who are new to the role of managing people and/or resources in the public sector environment. These competencies provide an overview of the sector, an understanding of core public sector values, principles, diversity and legislation requirements, appropriate communication strategies, and expectations relating to promotion and adherence to those requirements.

Pathways Information

The competencies serve as a foundation for government qualifications, and as an introduction for managerial roles/lateral entrance into the sector. Completion of this skill set contributes to most Diploma level government generalist and specialist qualifications.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this skill set at the time of publication.

Skill Set Requirements

Units	
PSPETH003	Promote the values and ethos of public service
PSPGEN047	Promote diversity

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PSPGEN054	Use complex workplace communication strategies
PSPLEG003	Promote compliance within legislation in the public sector

Target Group

Not applicable.

Suggested words for Statement of Attainment

These competencies meet the industry standard for people working in the Public Sector environment.

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PSPSS00047 Radiation Environment Safety

Modification History

Release	Comments
1	This skill set was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. Supersedes and is equivalent to PSP12 Radiation Environment Safety Skill Set. • PSP unit codes updated

Description

This skill set is for those who require radiation protection and site safety training in addition to induction training, prior to undertaking operational, technical, and/or maintenance tasks in a radiation environment.

Such personnel may work in mines, construction sites, hospitals and laboratories and may include:

- utility and site service personnel, including electricians, plumbers, fitters, and equipment service technicians
- site cleaners and maintenance workers
- operators of equipment that emits ionising radiation
- those who handle and/or transport radioactive material
- those who use radionuclides
- those who may work in areas of ionising radiation or equipment that emits ionising radiation

Pathways Information

This unit is introductory and serves as a foundation for those who may become more involved in radiation-related roles. Completion of this skill set contributes to PSP20116 Certificate II in Government.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this skill set at the time of publication.

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Skill Set Requirements

Unit	
PSPRAD001	Work safely in a radiation environment

Target Group

Not applicable.

Suggested words for Statement of Attainment

This competency meets the industry standard for workers in contact with radiation as part of other roles who may receive occupational exposures of greater than 1 millisievert per annum and who need to be competent and take action to avoid unacceptable exposure to radiation hazards, or to ensure that others are not unacceptably exposed to radiation hazards due to their work.

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PSPSS00048 Radiation Sealed Sources Safety

Modification History

Release	Comments
1	This skill set was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. • New skill set composed of existing units.

Description

This skill set is for authorised personnel who work at geotechnical, construction, mining and manufacturing or analytical/research sites with any of the following sealed sources or equipment:

- industrial radiography equipment or gamma sources
- portable density/moisture gauges
- fixed source gauges (level, density, thickness and proximity)
- bore hole logging
- portable XRD and XRF instruments

Pathways Information

Completion of this skill set contributes to PSP30116 Certificate III in Government or the Radiation Technician Safety Skill Set.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this skill set at the time of publication.

Skill Set Requirements

Units	
PSPRAD003	Perform basic radiation measurements
PSPRAD005	Handle and transport radioactive material
PSPRAD006	Work safely with radiation-sealed source equipment

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Target Group

Not applicable.

Suggested words for Statement of Attainment

These competencies meet the industry standard for working with radiation-sealed source equipment under the authorisation of a responsible person and with the advice of a radiation safety professional (such as a radiation safety officer) and in accordance with radiation protection safety standards, codes and guidelines.

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PSPSS00049 Radiation Unsealed Sources Safety

Modification History

Release	Comments
1	This skill set was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. • New skill set composed of existing units.

Description

- This skill set is for authorised personnel who work at university, hospital, medical, veterinary, mining, analytical and research sites and are required to undertake tasks using an unsealed radioactive source and/or radioactive substances: extracting, milling, processing and packing radioactive ores
- decontaminating and servicing equipment that has been in contact with radioactive material
- collecting, preparing and testing samples containing radioactive materials
- using radionuclides in a laboratory

Pathways Information

Completion of this skill set contributes to PSP30116 Certificate III in Government or the Radiation Technician Safety Skill Set.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this skill set at the time of publication.

Skill Set Requirements

Units	
PSPRAD003	Perform basic radiation measurements
PSPRAD005	Handle and transport radioactive material
PSPRAD011	Work safely with radiation-unsealed source equipment

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Target Group

Not applicable.

Suggested words for Statement of Attainment

These competencies meet the industry standard for working with radiation-unsealed source equipment under the authorisation of a responsible person and with the advice of a radiation safety professional (such as a radiation safety officer) and in accordance with radiation protection safety standards, codes and guidelines.

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PSPSS00050 Radiation Technician Safety

Modification History

Release	Comments
1	This skill set was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. Supersedes and is equivalent to PSP12 Radiation Technician Safety Skills Set. • PSP unit codes updated • Imported unit updated

Description

This skill set is for authorised personnel who perform a radiation monitoring role, undertake local radiation protection and safety requirements to ensure the organisation/licensee's compliance with relevant radiation protection and safety legislation, standards, licenses or codes of practice, and who are trained to participate as a member of a workplace emergency initial response team, and who work:

- at a mine or plant that processes radioactive ore and/or minerals
- with instruments that emit ionising radiation at geotechnical, construction, mining and manufacturing sites or analytical/research facilities
- in a laboratory or licensed facility that handles radioactive materials
- in a nuclear facility

Pathways Information

Completion of this skill set contributes to PSP30116 Certificate III in Government. PSPRAD007 and PUAWER009B contribute to PSP80216 Graduate Certificate in Radiation Safety.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this skill set at the time of publication.

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Skill Set Requirements

Units	
PSPRAD003	Perform basic radiation measurements
PSPRAD005	Handle and transport radioactive material
PSPRAD006	Work safely with radiation-sealed source equipment
PSPRAD007	Monitor radiation
PUAWER009B	Participate as a member of a workplace emergency initial response team

Target Group

Not applicable.

Suggested words for Statement of Attainment

These competencies meet the industry standard for safely monitoring radiation and the exposure of people and environments during radiation-related work activities, those working as a local radiation safety coordinator or radiation safety officer under the authorisation of the responsible person and with the advice of a radiation safety professional and in accordance with radiation protection safety standards, codes and guidelines.

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PSPSS00051 Workplace Coaching

Modification History

Release	Comments
1	This skill set was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. Supersedes and is equivalent to PSP12 Workplace Coaching Skill Set. • PSP unit codes updated

Description

This skill set is for those with a relevant professional or vocational qualification or commensurate industry skills as evaluated through recognition of prior learning processes.

It provides the skills and knowledge required to coach and mentor others on workplace relations matters as a means of developing greater expertise in the industry.

Pathways Information

Completion of this skill set contributes to PSP50116 Diploma of Government.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this skill set at the time of publication.

Skill Set Requirements

Units	
PSPGEN048	Support workplace coaching and mentoring
PSPGEN053	Provide leadership

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Target Group

Not applicable.

Suggested words for Statement of Attainment

These competencies meet the industry standard for providing coaching and mentoring on workplace relations matters.

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PSPSS00052 Writing in Politically Sensitive Context in Government

Modification History

Release	Comments
1	This skill set was released in PSP Public Sector Training Package release 1.0 and meets the Standards for Training Packages. Supersedes and is equivalent to PSP12 Writing in a Politically Sensitive Context in Government Skill Set. • PSP unit codes updated

Description

This skill set is for those who draft or write reports or correspondence that need to be crafted to meet the needs of politically sensitive issues.

Pathways Information

Completion of this skill set contributes to PSP40116 Certificate IV in Government.

Licensing/Regulatory Information

No licensing, legislative or certification requirements apply to this skill set at the time of publication.

Skill Set Requirements

Units	
PSPGEN027	Gather and analyse information
PSPGEN034	Compose complex workplace documents
PSPGEN043	Apply government processes

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PSPGEN057	Develop and use political nous

Target Group

Not applicable.

Suggested words for Statement of Attainment

These competencies meet the industry standard for drafting and writing reports and correspondence of a politically sensitive nature.

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